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The role of the reading specialist as a remedial reading teacher or as a reading consultant helping to overcome reading problems in a single school is presented. Various levels of diagnosing the extent of reading problems within the school are discussed, including the use of tests, informal inventories, and environmental factor assessment. Reading disability treatment is discussed in terms of demonstrating the need for the program, selecting the children, organizing remedial classes, and using special equipment and materials. Model programs operating in 11 school districts throughout the United States are described. They include programed tutoring, use of the coordinator as a teacher consultant, small group remedial work, use of student tutors, use of physical education to develop reading skills, teacher-parent interaction, use of special equipment and materials, a compensatory program for the disadvantaged, a junior high special class, and preventive programs. Nine steps for remedial reading program organization are listed, and common pitfalls are noted. Sample exercises for diagnostic and correctional procedures are given for perception, word identification, comprehension, reading rate, and oral reading skills. Various procedures for individualizing classroom instruction are recommended. A bibliography is included. (CM)

Final Report, Interpretive Manuscript #3

March, 1969

"Treating Reading Disabilities--the Specialist's Role"

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part of this project are listed in the appendix of this book.

Foreword

Many people have to make decisions about changing school programs. Before a program can be changed, parents, teachers, and school administrators must be committed to an idea or a program in order for it to be successful.

One of the areas that is undergoing rapid change these days is the treatment of reading disability. This book is one in a series of four concerned with reading difficulties and making adjustments in school programs to solve reading problems. People in our schools must face the question of what they can do about reading difficulty. Each of the four books in this series directs its message to a different person in a school staff. Each focuses on a different aspect of treating reading difficulty and what different staff members can do to make that treatment more effective. The four target audiences are the teacher--treating reading difficulty in the classroom; the reading specialist--treating reading difficulty within a school building; the principal--treating reading difficulty that is related to environmental factors; and the top-level administrator--treating reading difficulty through a multi-service diagnostic center.

It would be unwise for anyone to read only one of the four books and feel that he has a complete picture of what schools can do to overcome reading difficulty. Each of the books is a part of the broad picture; all four parts should be read in order to visualize the scope of the treatment of reading difficulties at various levels. Naturally, the classroom teacher will attempt to deal with minor disabilities whereas the diagnostic service center will focus on the more severe types of reading disability.

It is possible, of course, for an individual to read only that book which is directed to him personally and to get a picture of what research indicates about activities in his area. He can get descriptions of how to establish programs that will enable him to overcome certain types of reading disability. As long as he understands that he is concerned with, and that the book is picturing only a limited segment of, the total picture, he will have some perspective in trying to make changes within his area of responsibility and influence.

The U.S. Office of Education contributed to the support of the preparation of these books because it believes that the technical research information compiled by researchers and reported in research journals should be interpreted in a readable fashion to the people who conceive programs and make changes in school systems. The intent of the books, therefore, is to cut down on the time lag between research demonstration of worthwhile projects and the implementation of these projects in school systems. Naturally, the dissemination of information is necessary before change can take place. It must be noted however, that knowledge about successful treatment of reading disability is only the initial step in bringing about change.

It takes a person with a strong idea and a strong commitment to the improvement of the instructional program and the services that the school offers to instigate change. Someone has to be convinced that there are better ways of doing things and be willing to expend extra effort and time in order to bring about more effective teaching programs.

The overall strategy of these books is to look at the range of reading difficulties from slight to extreme, and to suggest that treatment, therefore, has to move on many fronts with various professionals working simultaneously. Thus, the ideal is to provide action by teachers, supervisors and administrators. If for some reason or other all of these persons do not act on the problem in their respective spheres of influence, an individual is not prevented from mapping plans appropriate to his responsibility and initiating action at that level. That is the reason each of the four documents is directed to a different person. It enables an interested party to set up a program in his own area regardless of what happens on other fronts.

Each book contains
a) interpretation of research about a set of causes
b) model programs aimed at overcoming the causes
c) steps for setting up a program (directed to specific leaders in the school system
d) recommendations and guidelines for those programs

Each manuscript was preceded by a review of research over the past 10 years. Visits to two dozen operating research projects also back up the descriptions of model programs.

This book is directed to reading specialists and their role in overcoming reading problems in a single school. Reading supervisors, coordinators, resource teachers and remedial teachers are those who have the specific responsibility for organizing and operating a remedial reading program within a school. The purpose of this book is to identify the kinds of problems that can be treated efficiently in a remedial reading group and to describe various ways of handling those problems in the setting of the school.

INTRODUCTION

John Steinbeck has said, "Learning to read is the most difficult and revolutionary thing that happens to the human brain."

Despite the difficulty of the task, most adults who went through the public school system twenty or twenty-five years ago did learn to read.

They are baffled by today's news that a large proportion of children are not learning to read at all or acquiring only limited ability in reading.

The reasons for today's failures are many: more children in school, larger classrooms, more complex psychological problems, more distractions, less compulsion to learn, not enough money to provide the personnel, space, and materials to cope with all other problems. Furthermore, when recalling the good old days, it is easy to forget that those who could not learn, quietly dropped out of school, taking their problems and failures off the record.

The truth is that, until fairly recently, not a great deal was known about reading problems, why some children learn and others do not, what kind of training to give to those who teach reading, what materials best facilitate learning to read, what separate skills combine to turn an illiterate child into a discriminating reader. In the past two or three decades various disciplines have discovered more about this basic skill than was known previously. In the past few years, with the infusion of funds to support experimentation and innovation, more new approaches have been tried than ever before.

In an effort to make educators aware of what has been discovered and what is working elsewhere, these books have been prepared. The last two in this series--this one, directed toward the reading specialist, and the final one, directed toward the classroom teacher--concentrate on what can be done within a single school to deal with the student who is having difficulty in learning to read.

Cooperation Needed

No one person can solve all the reading problems in a school district; nor can any one type of activity satisfy all needs. Every school system has reading difficulties that vary from slight misunderstandings of rules to severe disabilities with accompanying psychological and social deviations. A comprehensive reading program, therefore, includes the diagnosis and treatment of reading problems at all levels, slight to severe--a program that ranges from correction by a classroom teacher to treatment by a clinician. Without that range of treatment some children are bound to suffer serious defeat in learning to read.

The classroom teacher, the reading specialist and the administrator all provide necessary ingredients in a workable, comprehensive reading program. When one or more fails to contribute the part his role provides, he destroys a significant part of the program. The classroom teacher provides the diagnostic and corrective bases. He must identify problems and determine to apply corrective treatment in the classroom or refer the child to someone who can give the needed treatment. If the classroom teacher sees that the child needs additional diagnosis or treatment on an individual basis, he sends the child to a remedial reading teacher (reading specialist).

The reading specialist works with individuals or with small groups and provides specific and concentrated treatment as long as the child needs the help. Estimates place 10% - 25% of the school population in need of that kind of specific help in reading.* (Strang, 1968, Chapter I) The specialist and the classroom teacher remain in constant touch about the individual child so they can work cooperatively in bringing him to satisfactory performance in reading. Often a specialist will work only in one school building or share his time between two buildings.

It has been found that when the remedial reading teacher (a reading specialist) divides his time among four or more schools, he does not have enough time or opportunity to keep in touch with the classroom teacher about the progress of students he is working with in his remedial classes. Thus, the classroom teacher cannot reinforce the activity that goes on in the remedial class--he may even counteract it--and the remedial teacher does not get feedback from the classroom teacher about important things like interests and attitudes observed while the remedial treatment is going on.

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*Strang, Ruth, Reading Diagnosis and Remediation, Newark, Delaware: International Reading Association, 1968, Chapter I

Should the remedial reading teacher who works within a school building find that working with reading skills and providing extra practice on an individual basis does not bring satisfactory results, he must refer the child to more specialized diagnosis. This kind of diagnosis usually takes place at a reading clinic or a learning disabilities clinic.

It is estimated that 1% - 5% of the school population need highly technical diagnosis and treatment for severe reading disabilities that may have their roots in emotional, social, or physical problems. This kind of clinical diagnosis and treatment needs the support of the central school administration. Funds, communications, support, and encouragement for a comprehensive program must come from the top-level administrator. Unless the top-level administrator, the principal, the reading specialist and the classroom teachers see reading problems from various levels and work with one another in referrals, treatments and evaluations, every child with a reading problem will not get the help he needs.

It should be evident, therefore, that a comprehensive attack on reading problems comes about through the cooperation of many people. Certainly it is possible for the classroom teacher to do a quick diagnosis of reading problems and engage in corrective activities in her classroom without having additional services available within a school or school district. But, there will normally be several children in every classroom who need attention beyond what the classroom teacher can provide. Those services outside the classroom must be provided in a cooperative manner among the classroom teacher, the principal, the reading specialist, and the central administration. Even within the classroom the teacher will need financial support in order to have sufficient materials for the carrying on of a variety of diagnostic and corrective activities. The support evidently must come from school finances and so cooperative action is necessary even where corrective activities least seem by the outsider.

Definition of Terms

A number of terms will be used in reference to the roles of various people involved in the teaching of reading. The following definitions of roles should serve as a guide to the particular duties of each. These definitions, and analyses of qualifications for each of the roles, are taken from the Journal of Reading for October, 1968.

A reading specialist is that person 1) who works directly or indirectly with those pupils who have either failed to benefit from regular classroom instruction in reading or those pupils who could benefit from advanced training in reading skills and/or 2) who works with teachers, administrators, and other professionals to improve and coordinate the total reading program of the school.

A special teacher of reading has major responsibility for remedial and corrective and/or developmental reading instruction.

A reading consultant works directly with teachers, administrators, and other professionals within a school to develop and implement the reading program under the direction of a supervisor with special training in reading.

A reading supervisor (coordinator) provides leadership in all phases of the reading program in a school system.

Developmental reading instruction is characterized by starting at the instructional level of a child, helping him proceed at his own rate, and following a sequential series of reading activities. This kind of instruction is done in the classroom by the classroom teacher.

Remedial reading instruction includes the characteristics of developmental instruction but deals with children who read at two or more years below their capacity or grade level. This kind of instruction is given by a remedial reading teacher outside of regular classroom settings, usually in a clinic or special classroom.

Corrective reading instruction, like remedial instruction, includes the characteristics of developmental instruction. It deals with children who read up to two years below capacity or grade level and is given by the classroom teacher in the regular classroom.

I THE SCOPE OF THE PROBLEM

It is probably safe to say that there is no school anywhere in the world where some students do not have difficulty in learning to read. The numbers will vary according to the home backgrounds of the children, according to their intelligence, according to the excellence of the teaching staff and the materials available, according to the motivation and attitudes of students and staff. But in every school, including the richest, best staffed, most selective, there are ready problems.

Reading programs can be divided into three categories based on the degree of disability involved. The most severe disability cases include seriously disabled readers who show evidence of physical, psychological, or neurological interference. These children may display perceptual difficulties and may be classified as non-readers. The extent of such serious reading difficulties is estimated to be between one percent and five percent of the school population (Strang, 1961, Chapter I).* Such serious reading problems usually require clinical treatment.

The second category of reading problems, moderately severe disability cases, includes children who read significantly below capacity level. These children are lacking in basic reading skills but show no evidence of major physical, psychological, or neurological interferences. Their skill weaknesses can be corrected without clinical services but require more time, expertise, and individual attention than can be given in the classroom reading program. Such students profit from remedial classes where their skill weaknesses can be treated individually. The extent of this kind of difficulty is estimated at 10 percent to 25 percent of the school population (Strang, 1968, Chapter I).

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*Strang, Ruth, Reading Diagnosis and Remediation, Newark, Delaware, IRA, 1968.

A third group of children suffers from mild disability in learning to read. These children lack certain skills or the understanding on which these skills are based. Consequently they need help in correcting their misunderstandings and in becoming able to use the skills effectively. Teachers find that approximately 40 percent to 60 percent of children occasionally need some help due to minor misunderstandings or minor interferences. Such help can be given in the classroom as part of regular reading instruction. The classroom teacher, particularly if expert help, guidance, and materials are made available to him, is well able to carry out successful corrective reading activities.

The classroom teacher has only limited time and limited training to devote to corrective reading activities. For that reason when he discovers a child who does not respond to his assistance he should refer him to a specialist whose work centers primarily on reading skills. Quite often this referral will take place through the school principal or through the guidance counselor so that any special treatment offered to a student is made known to school officials and parents.

The People Involved

The staff needed for a good remedial reading program varies according to the size of the school, the kind of school population, and the excellence of the developmental reading program itself.

The three key staff members needed to provide a good reading program are a reading consultant, remedial reading teachers, and classroom teachers who can teach reading. The term reading specialist can be used to refer to the consultant and the remedial reading teacher.

The reading consultant could have any one of many titles. In some school systems, there is a reading supervisor or reading coordinator who performs the overall supervision of the total reading program. In other school

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ILLUSTRATION PLACED AFTER FIRST PARAGRAPH systems, it could be an assistant superintendent or a curriculum director. Although the responsibilities of the reading staff are discussed later, suffice it to say at this time that some one person must have the final responsibility for the reading program, together with the time and ability to carry out that responsibility. It is the reading consultant, by whatever name, who works directly with remedial and classroom reading teachers.

The remedial reading teacher works, first of all, with the children whose reading problems are serious enough to warrant attention beyond that given in the classroom. The remedial teacher must be able to diagnose reading problems and then prescribe and carry out corrective programs for specific disabilities. Beyond that, the remedial teacher must also fully understand the developmental program and be able to make suggestions for its improvement in order to prevent the very problems she is now working to remedy. It is also important for the remedial teacher to work with the classroom teacher so that there is reinforcement of skills and attitudes learned in the remedial program when the child returns to the developmental program in the classroom.

The classroom teacher should have the knowledge and ability to teach reading. Such a statement appears too obvious to mention but it is a matter of fact that most elementary school teachers and almost all secondary school teachers have had little or no formal course work in the teaching of reading. The undergraduate in schools of education receives far more specialized education courses in the fields of art, music, and physical education than in reading instruction (Austin, 1961, p. 23).* Curiously enough, those fields in which the classroom teacher has received extra instruction are the very ones for which most school system maintain itinerant teachers and supervisors. There is an assumption that all elementary school teachers know how to teach reading. Not only is that assumption false, but it is also false to assume that specialized help is made available in most schools for the classroom teacher of reading.

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*Austin, Mary C. Torch Lighters. Cambridge, Mass. Harvard [illegible]

More will be said later in this ~~monograph~~ book on what school systems can do to make up for deficiencies in training to achieve an adequate reading staff.

The Goal

Ideally, all remedial reading programs would be self-liquidating by becoming preventive programs as soon as possible. However, the immediate goal is to remedy the reading deficiencies of children who have thus far not learned to read by the developmental reading program.

The next goal is to isolate those factors that have contributed to the children's inability to read and adjust the teaching of reading so that the factors are dealt with before they create further problems. This goal requires continuing research, evaluation, and working closely with the classroom teacher.

Thus, the result of a good remedial reading program would be its eventual diminution and the creation of an effective preventive program that would obviate the necessity of remedial work other than what could be done in the classroom.

If the average class has from 10 percent to 20 percent of its population in need of assistance with reading problems outside the classroom, then a class of thirty has three to six students who need that kind of help. And, in a school housing 600 children, there will be from 60 to 120 of them who need the assistance of a special reading teacher or a reading specialist. There would be few schools, therefore, based upon the statistics presented by Strang, that would not profit from having a full-time remedial reading teacher operating within its walls.

The remainder of this manuscript is devoted to describing programs and techniques helpful for a remedial reading teacher, a reading consultant, or a reading supervisor whose responsibilities cover the operation of a remedial program within a school building.

II SCHOOL DIAGNOSIS OF READING PROBLEMS

Diagnosing reading difficulties is a complicated process. How well it is done will often determine how effective remediation will be.

There is more to diagnosis than simply identifying the reading level of a student. Diagnosis involves--1) measuring the difference between a student's level of performance and his potential ability, 2) separating and measuring the various processes that make up his reading behavior, and 3) insofar as they are relevant, determing causes for his reading disability. The process involves understanding the student in his own terms so that the prescription leading out of diagnosis can build on his strengths to overcome his weaknesses.

Further, diagnosis is not a one-time process. For the student with reading disability, diagnosis must be a continuing process interwoven with treatment.

Diagnosis, of course, should not be reserved only for the student with reading difficulty. It should also be used as a preventive weapon. Early assessment, before reading instruction even begins, can help determine how the child is oriented so that the correct developmental reading program can build on his strengths, whether they be visual, auditory, or a combination. When diagnosis is used in this way, it leads to diagnostic teaching which, in turn, leads to individualized instruction as far as is possible within the classroom.

Early diagnosis is important, and the rule is "the earlier, the better." A four-year survey of some ten thousand children showed that when pupils with reading problems were identified by the second grade, they had a ten times greater chance for successful remediation than did those who were not identified until the ninth grade.

Every research study on the disabled reader points out that multiple causation is the rule rather than the exception (Strang, 1969, Chap. II).*

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*Strang, Ruth, Reading Diagnosis and Remediation, Newark, Delaware, I.R.A., 1969.

It is rare to find a child who has one specific cause and one discrete reading difficulty. However, the more the causes and problems can be pinpointed, the better the chances for overcoming the difficulties. In remedial programs, there is no point in reteaching the child something he has already mastered. It is far better to concentrate only on those steps in the reading process that he cannot handle.

Levels of Diagnosis

The depth and complexity of diagnosis will be determined both by the difficulty of the problems presented by the students and by the knowledge and skill of those doing the diagnosis. There are various levels of diagnosis that take place within the school setting.

The first level is an effort to describe reading performance on an observable response plane--strengths and weaknesses in vocabulary, word recognition skills, sentence and paragraph comprehension--through, for example, 1) classroom observation, 2) teacher tests, and 3) formal group standardized tests.s For Most children, this level of immediate diagnosis can lead to immediate adaptation of teaching methods to build on strengths and overcome weaknesses. The experience and skill of the classroom teacher are key success factors at this level of diagnosis.

On the second level the classroom teacher also plays a key role. On this level, the teacher will be looking for behavior that may be affecting the student's reading. For example, if he is passive, he may not be putting forth the effort that reading demands. An extremely limited speaking vocabulary, articulation that makes him difficult to understand, and other speaking clues will indicate that the child may have trouble understanding the words even if, somehow, he can learn to pronounce them. Attitudes, such as a tendency to give up quickly if work becomes difficult, can be other clues. Attitude and personality tests can supplement observation and can lead to motivational prescriptions to overcome poor work habits or attitudes.

UNDER LEVELS OF DIAGNOSIS AFTER
FIRST PARAGRAPH, INSERT ILLUSTRATION
"FUNNEL OF READING PROBLEMS"

On the third diagnostic level, a remedial reading teacher (a reading specialist) looks for a more specific analysis of the process of reading. For instance, the process can be broken down and measured in terms of 1) accurate reception of external stimulus, 2) perception, 3) association, 4) assimilation, 5) analysis, and 6) evaluation--all leading to motor, visual, or vocal output. It is at this level that a higher order of knowledge, skill, and experience are needed in order to detect the strengths and deficiencies and then formulate specific treatments to overcome the weaknesses.

A fourth diagnostic level involves the basic mental equipment of the child--his general intelligence, memory, association, and reasoning. Most remedial reading teachers do not test in these areas, for the testing and diagnosis require special training and clinical experience. Such tests as the Wechsler Intelligence Scale for Children can help measure these underlying abilities. There is no question that intelligence plays a large role in the ability to learn to read. In fact, there are many who think it may be the greatest single factor. However, supposed lack of intelligence is sometimes used as too easy an explanation of inability to read. Many of the standard intelligence tests depend too largely on language; obviously, pupils without language background or ability will score low on such tests. Furthermore, the tests can be easily skewed by a few right or wrong guesses. It is also clear, from national surveys of reading ability, that a large proportion--perhaps as many as two-thirds--of those with reading difficulties have normal or superior intelligence. All of these facts should be kept in mind by remedial teachers who are looking for explanations of reading difficulties and who are setting up cut-off intelligence points at which to accept or reject poor readers for special classes.

There are other levels of diagnosis but they are, for the most part, beyond the scope of the classroom or remedial teacher. The deeper levels are concerned with children who may have brain damage, serious emotional problems, perceptual and motor disturbances, and other difficulties that can best be diagnosed and treated in a clinical setting. (See the second book in this series, concerning clinical treatment.)

Which Tests to Use

The reading specialist can be of great help in determining which tests to use, either to identify children who need remedial help outside the classroom or to gear the classroom developmental program to the needs of the individual children. Most classroom teachers have little formal knowledge of tests or how to evaluate their results. In many school systems, the reading specialist conducts in-service programs for classroom teachers in the area of testing.

It is especially valuable for the reading specialist to instruct himself and the classroom teachers in the construction of and the use of informal tests. A knowledge of informal testing procedures will often enable a teacher to get at a specific problem much more quickly and acuurately than if he relied on standardized published tests.

Informal tests can be definied as any locally constructed instrument or technique that tries to measure a specific reading skill or behavior. These tests may be devised by teachers themselves or may be adapted from something that they find in a teacher magazine or in a section of a commercially published test. It may be especially important to use locally developed tests in order to get at the problems of a specific population. For example, some inner-city children may not have adequate vocabulary to handle items that appear in the nationally normed tests presented by major publishers.

Informal Inventories

One concept used in informal testing often goes under the name, *informal reading inventory*. An informal inventory is a series of graded paragraphs followed by comprehension questions. The purpose of these paragraphs is to find out how well a child performs in selections similar to those he sees in the classroom text. Thus, paragraphs taken from readers at grades two, three, four, five, and six may provide a teacher with an appropriate range to test the performance of third and fourth grade students who are not too severely retarded. The child is asked to read paragraphs orally at different levels, or is asked to read paragraphs silently, or the teacher may read paragraphs to the child and have him listen and respond to comprehension questions. After each paragraph, the child answers questions that give an indication of his ability to recall specific details and to give generalizations and main ideas. By careful observation the examiner can note what kinds of problems a child has in pronouncing words, how fluent he is, and what his comprehension is under various conditions. The teacher is also able to determine the level at which a child seems to be able to read without help, the level at which he needs considerable help (which would be the instructional level), and the level at which he simply cannot perform at all. These levels can be contrasted with his ability to listen to a paragraph and comprehend. The listening level represents in a rough way his capacity for handling written material once the visual or symbolic problems are overcome.

A standardized test score from a nationally normed test may indicate that a child can read at a 4.2 level, but it is often difficult to determine exactly what that level means. Most authorities in reading us the standardized test score as a frustration level score, since the child is operating at a high energy, high concentration level when taking a standardized test. Therefore, the 4.2 level score does not mean that the child's instructional level is 4.2. It may, in fact, be considerably lower than that. The instructional conclusion is obvious: There is no point in trying to teach a child at his frustration level, because it will simply add to his present feeling of defeat. The International Reading Association publishes a reading aid booklet on the use of informal inventories in diagnosing reading performance (Johnson & Kress, 1965)*

Formal Tests

Formal standardized tests are, of course, necessary tools in doing mass testing. For obtaining class and school averages, for establishing needs and trends, and for use as a rough screening device these formal tests will naturally be used. What must be guarded against is the use of standardized tests for diagnostic purposes when the test is not intended as a diagnostic instrument. Most standardized reading achievement tests have a vocabulary component and a paragraph comprehension component. Scores obtained on these two components are not meant to give precise diagnostic information but are merely indications that a child or a class fits into a certain percentile or grade norm on the range of scores achieved by the norming population. School systems should consider what the norming population of a standardized test is. Most good test manuals will describe the population in which the test norms were developed. It may be that the school system does not fit into the profile described in the test manual. If that is true, then the norms are not quite adequate for that school population and more appropriate local norms should be developed.

Another consideration in the use of group standardized tests, and their value in diagnosis or screening, is the kind of reading behavior they test. When a test is used as a measure of reading achievement it is taken for granted that the examiner feels that the test exercises do indeed represent the kind of reading behavior he expects of the child. It is clear then that a test that uses paragraph comprehension as the main exercise for determining a score, in effect, defines reading comprehension as the ability to answer factual detail questions on a short reading activity. If the school system feels that other kinds of reading behavior are as important, or more important, than answering questions on a short paragraph, then a different kind of test should be used to determine the achievement of the children and a different kind of test should be used to diagnose problems. Blind faith in standardized test scores leads to neglect of the individual child's specific problems, and it is clearly invalid to base a school's corrective and remedial reading program on the scores from group standardized tests alone.

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*Johnson, Marjorie, and Kress, Roy, Informal Reading Inventories, International Reading Association, Newark, Delaware, 1965.

Individualized Tests

The remedial reading teacher should have the competency and the time to administer individualized reading tests when that is necessary. The remedial reading teacher should be adept at using informal reading inventories and formal standardized tests such as the Durrell Analysis of Reading Difficulties, the Spache Diagnostic Reading Scales, and the Gray Oral Reading Test--all of which serve the diagnostic purpose of discovering performance level and specific disabilities.

There are also tests for critical listening, general visual perception, and auditory discrimination. These involve more than simply discovering that a child cannot hear or see well, and when disabilities in these areas are discovered, appropriate corrective treatment should be prescribed. And if disabilities are found, instruction must be adjusted to compensate for the weaknesses that are discovered. Oscar Buros has published books in which tests related to reading abilities are listed and evaluated.* These books are handy references for those who need to locate tests for specific disabilities at specific levels.

Environmental Factors

Some diagnostic information can be obtained through knowledge of the home, too. A child from a home where language is important and conversation is a significant part of family life will usually have a much easier time learning to read than a child who has had little home experience with elaborated language patterns.

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*Buros, Oscar, The Sixth Mental Measurements Yearbook, Highland Park, New Jersey, The Gryphon Press, 1965.

What are the factors in the home that are most often related to reading problems? A low socio-economic level is one, although parental attitudes and behavior may be more significant than the parents' education, income, or race. The size of the family, the child's position in it, and the opportunity the home presents for learning experiences relevant to school are also important. The usual picture is of a large, impoverished family, usually mother-dominated, living in a noisy, overcrowded atmosphere that is often permeated with an underlying panic. The basic necessities are uncertain, adults unpredictable, the world suspect and threatening. Communication is often through gesture and other non-verbal means, while the language used is terse, not necessarily grammatical, and limited in form. The home has few books, few toys, and little self-instructional material. The children rarely venture beyond their own neighborhood or even their own block. They are rarely read to, and there is little contact between parent and child. Rewards and phnishment (often physical) are immediate. Learning to postpone gratification is as irrelevant to their way of thinking as learning for learning's sake.

In such a noisy and chaotic environment, children learn to adapt as best they can. They may learn, for instance, to screen out sounds, sometimes only too well. Their habits of listening and hearing, their speech patterns and pronunciation, may prove inappropriate to the traditional learning situation in school. In addition, they may be undernourished or lacking in sleep, inattentive, disturbingly aggressive, or ominously withdrawn. Their absentee rate is probably high.

This generalization, however, suffers the drawback of all generalizations: It is just that and nothing more. It points with accuracy to no individual case. Some children of poverty have learned to read easily despite economic deprivation; some economically middle class homes are as barren of cultural advantages as the poorest. Middle class parents, whose anxiety about their child's progress in school takes the form of reproach rather than encouragement, may contribute as much to their child's reading problems as lower class parents who were dropouts and whose hostility or lack of sympathy toward school is reflected in their child's attitude.

Data about the home and neighborhood environment, then, can offer significant insights into learning--study habits and motivational drives--important factors in the treatment of any reading problem.

The diagnoses suggested so far are all based on the presumption that the child has some personal disability. It is entirely pssible, of course, that the disability lies with the teacher. Sometimes personality traits of a teacher impede a child's learning. There is no question that teacher competence in reading is a major factor in some children's inability to read. The reading specialist for the school should be aware that a teacher's intelligence, emotional stability, teaching competence, knowledge of reading, and other factors may interfere with a child's learning to read. It may help teachers to observe master teachers as they conduct reading lessons, and certainly a continuing in-service program can provide for certain professional inadequacies and can keep teachers abreast of new developments.

Diagnosis within a school involves the use of formal tests, observation, and trial and error.

Several research studies suggest that daily observation by trained teachers who can respond immediately and directly to children's strengths and disabilities in reading are as effective as, and much more practical than, elaborate test batteries. This is not grounds for throwing out all diagnostic tests. But it does indicate the vital need for further training in observation, both for the classroom teacher and the remedial teacher.

The Use of Tests

No test, of course, is any good if the results are not properly evaluated and then put to use. In far too many schools, however, the practice is to "test, score, and file."

Sometimes, the problem is that the test is given at the wrong time of the year. If the children are tested in the late spring, there is no possibility of reforming teaching or remediation for that year on the basis of the tests.

Sometimes teachers don't believe in tests. They administer them because they are told to but they do not rely on the results.

Sometimes no one knows how to interpret the results. Without a skilled reading specialist, and without time set aside for interpretation, tests become liable either to misinterpretation or no interpretation.

When the proper tests are given and properly interpreted by specialists, then the test results can be used in many ways by both the classroom teacher and the remedial reading teacher. The results can be used to--

- diagnose individual and class weaknesses and strengths
- revise the developmental program to overcome weaknesses
- help in the selection of supplemental materials
- help in grouping for reading, both in the classroom and in the remedial program
- evaluate the teaching performance
- screen candidates for remedial and for gifted classes
- set up specific skill goals for the child to achieve

There is a tendency for administrators to compare the test results of their schools with "the national norm." This may be an unfair comparison, because the norming population may not resemble the local school population. If a school administrator were to report that the children are, by and large, encountering great difficulty in reading up to their potential, and use such a report as an argument for more funds for reading materials, remediation, and in-service training of reading instructors, then there would be point to the report.

III TREATING READING DISABILITY

There has been much more research in diagnosing reading disability than in treating it. Most of the information available on treatment comes from case histories gathered in the field. There are still far too few controlled research experiments in remedial reading. To offset this gap in knowledge, valuable information is beginning to come from experiential activities as school systems discover methods that are working.

Some treatment of reading disability can be done in the classroom. Classroom techniques are described in another book of this series directed to the classroom teacher. In general, classroom correction is directed toward the disabilities discovered by the first level of diagnosis; that is, weaknesses in vocabulary, word recognition skills, and sentence and paragraph comprehension. Through a combination of observation and tests, and with the help and guidance of a reading consultant, the classroom teacher discovers the specific skill disabilities a child may have and takes immediate steps to help overcome them, through introduction of new materials, emphasis on self-pacing, or repetition of activity already given to the child.

For more complex diagnosis and treatment, it is more likely that the child can be best helped by removing him from the classroom for a certain period each day to receive specific instruction from a remedial teacher. His disability will determine the nature of the remedial effort. Hence, it is important that the disability be diagnosed accurately.

Establishing the Need

The need for a remedial reading program for a school is not always easy to determine. For one thing, the school administrator may be reluctant to suggest the possibility because of a lack of funds. For another, the classroom teacher may somehow think that the necessity for remedial instruction is a reflection on her abilities and, therefore, does not bring reading disabilities to the attention of the administrator. A third roadblock toward establishing the need is the shortage of trained personnel who can initiate a remedial program.

The most widely accepted method of determining the need for remedial reading programs is to conduct a survey of the reading abilities of the children. This kind of survey can be done through group testing, using such instruments as the Stanford Achievement Tests or the California Reading Tests, and can be carried out in the classroom under the direction of the classroom teacher. The reading survey will not be a diagnostic study, but it can identify those children who, due to some difficulty, show discrepancies between their reading achievement and their capacity. Results of such a survey can be used by a reading specialist to recommend specific children for further diagnosis and to point out the need for a remedial program in the school.

It is important for the classroom teacher to be fully informed of the results of the reading survey. The reading specialist and the classroom teacher can cooperate in proposing a remedial program based on the survey results and on observations made by the classroom teacher.

Selecting the Children

The informal reading survey is only the first step. It identifies by a gross measure students who appear to be reading below their grade level.

The next step is to test capacity or mental ability. Scores from group intelligence tests are only approximations of the child's true ability but it is another index to indicate whether the child needs remedial help.

On the basis of the reading test and the mental ability test, the reading specialist can indicate those who appear to need and would profit by remedial help, and what priority they appear to deserve for such help. Bond and

BEFORE FIRST PARAGRAPH, INSERT
ILLUSTRATION "STEPS FOR STARTING A SCHOOL
READING PROGRAM"

Steps for Starting a School Reading Program

Steps	Purpose	Uses
1. All pupil survey Reading achievement test	-Points out children who need help of some kind	-Screening device -Show need for remedial help
2. Capacity measure Intelligence test	-Shows ability of individual students	-Screening device -Establish priorities for remediation
3. Specific diagnostic testing Diagnostic reading test	-Shows strengths, weaknesses of disabled readers	-Basis for remedial instruction -Establish priorities for remediation

Tinker, in Reading Difficulties: Their Diagnosis and Correction, Chapter 4, outline a formula for finding reading expectancy levels using IQ scores and school grades (Bond and Tinker, 1967, p. 93).* The specialist can use this formula and then compare it with a reading level as reported by the reading test. Such a comparison will help determine priority ranks for those children who need reading help. By simply giving a "1" priority to those who seem to need most help, "2" for for those next in order, and "3" for the least disabled, the school will have some measure of how many children might benefit from a remedial program. Space, fund, and time limitations will probably prohibit offering help to all who need it. Therefore, the priority listing becomes important. For those who need help but have lower priorities, the reading specialist can work with the classroom teacher in devising methods and locating materials that can be used in the classroom.

The Remedial Classes

On the basis of the initial diagnosis, the remedial teacher should determine how the children should be grouped, how often they should meet, and for how long.

Since the children are unlikely to be homogeneous as far as reading abilities are concerned, the smaller the group the better. Ideally, each child should receive individual instruction, but the realities of time and personnel are such that that is rarely possible. Most authorities recommend groups of two to six, with ten being the maximum usually considered. (Harris, 1961, p. 303).** A small group of six to ten enables the remedial reading instructor to give individual attention to all the pupils. It is generally accepted that the remedial reading instructor should have a maximum, case load of fifty children. With more than that, there is no time for proper maintenance of records or for communication with the classroom teacher who has the task of reinforcing the skills learned once the child is back in the regular classroom.

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*Bond and Tinker, Reading Difficulties: Their Diagnosis and Correction, 1967, p. 93

**Harris, Albert, How to Increase Reading Ability, New York, David McKay Co., Inc., 4th edition, 1961

Opinions differ as to how often the remedial classes should meet. Some hold that half-hour classes once a day are better than hour-long classes every other day. Others believe that little can be accomplished in a half-hour. The nature of the disabilities and the teaching style of the remedial instructor will influence the decision.

There is also difference of opinion as to whether to group children by sex or by age. In most cases, there will be many more boys than girls in need of remedial help, perhaps twice as many. Whether to have all of the girls at a certain reading level together, keeping the other classes exclusively male, or whether to mix the classes is a matter of preference.

Psychological factors may lead toward grouping according to age, always considering reading level as well. If an older boy, for instance, who may be reading at the pre-primer level, is in with a class of first-graders he may become so depressed about his ability that it will be impossible for him to be helped.

Some remedial teachers prefer to mix abilities. For example, while most of the remedial class will be able to read comfortably at a certain level, it may be helpful to have one or two who are below that level and one or two who are above it. The majority then have leaders who can set goals, and the slower students can learn from those above them in ability. Again, the research is not definitive in this area and the pragmatic approach of doing what seems to work is the usual one followed.

Space for the program is a factor to reckon with in most schools. It is not unknown to have remedial reading classes meet in hallways or boiler rooms. Obviously, the discomfort, lack of good lighting, and unattractiveness of such learning conditions will handicap a program. Many

INSERT PHOTOS # 17, 18, and 22

new programs are conducted in trailers in the school yard. Some are held in assembly rooms that are partitioned off to create small classrooms. In general, it is good to have a few visual and auditory distractions as possible. Remedial teachers sometimes prefer rooms without windows and with carpeting for this reason. A small room or trailer, with just enough space for the pupils' chairs and a few pieces of equipment, can be made cheerful and intimate. What is needed is an environment to stimulate learning and this will differ according to the ages of the pupils, their disabilities, and the nature of the teacher, the equipment, and materials to be used.

The remedial program should not only result in the improvement of skills, but in better attitudes toward reading and toward oneself. If attitudes change, then progress is more likely to continue long after the special instruction has stopped. Many children who cannot read are convinced that they cannot learn. Their first requirement is for success in reading. This they can get from a skilled specialist who can select materials and try techniques with which the child can have immediate success. He then begins to think of himself as a reader and this modified attitude will carry him through more difficult steps.

Reading specialists across the United States generally approach the tasks of diagnosis and treatment by looking at narrow groups of skills; for example, the identification of short vowel sounds and their letter symbols. This approach enables the reading teacher to establish clear performance goals and to look for very particular techniques and materials to accomplish these goals. As part of the research on how to overcome specific reading handicaps a representative group of techniques and materials were collected and classified. Samples of these items are given in the appendix, and remedial reading teachers and classroom teachers may find in these samples some guidance in treating skill deficiencies. In the appendix, reading skills are classified as follows:

- Perceptual Skills
  - auditory skills
  - visual skills
  - motor skills
- Word Identification Skills
  - sight vocabulary
  - phonics skills
  - structural analysis skills
  - context skills
  - syllabication skills
- Comprehension Skills
  - words
  - sentences
  - main ideas
  - generalizations
- Rate of Reading
- Oral Reading Skills

Also contained in the appendix are suggestions for individualizing instruction. Even though most remedial reading teachers meet with relatively small groups, they need continuing encouragement and guidance in individualizing within the small group; otherwise the children may receive only whole group instruction while seated with three or four other children. Checklists, record-keeping forms, and small group management techniques are included in that appendix.

Special Equipment and Materials

The equipment and materials prescribed for any child should grow naturally out of the diagnosis of his reading disability. For example, diagnosis may indicate that the child learns best from auditory stimuli. It is obviously a waste of time and effort to present him with materials that are primarily visual, at least until he can develop some visual skills.

There are materials now on the market that cater to the various learning

FOLLOWING LAST PARAGRAPH INSERT PHOTO # 16 styles of children: kinesthetic materials such as letters made of sandpaper that the children trace with their fingers, word and letter and phonics charts that make use of color for the visually oriented, tapes that train for auditory discrimination, tachistoscopes that retrain eye muscles and movement, and a variety of games that are designed to increase a child's ability to coordinate eye and hand movements or his sense of spatial relationships.

It is generally agreed that the materials in a remedial program should be different from those with which the child has already failed in the classroom. Therefore, the remedial class might use a basal reading series, but it should be different from the one used in the child's class.

Variety is another characteristic of reading materials in the remedial class. With a variety of materials, the child is more likely to find something that reaches his skills and his interests. Furthermore, supplementary reading texts, trade, or library books that have high interest but require low reading skills can supplement or replace basal readers.

Often, teachers find that the exact materials they would like to have do not exist, and so they make their own. Children, too, can participate in the making of materials for themselves, such as word boxes in which they keep words they have learned and which they use as the basis for writing stories.

The cost of materials and equipment for remedial reading is usually shocking to a school administrator who may have been budgeting as little as three dollars per child per year for textbooks. It is possible to spend thousands of dollars on materials and equipment quite quickly. However, especially in the case of such expensive equipment as a tachistoscope or a tape recorder, the expenses are non-recurring and, when spread out over thousands of children and many years, are relatively small in the long run. The usual remedial reading class would probably need at least $2,000 to $3,000 to equip itself originally on a modest scale. The cost, of course, will depend on the numbers treated, the seriousness of the disabilities, the goal of the program, and, to an extent, on the preferences of the reading teacher. On the latter point, it is a waste of everyone's money to buy equipment for a teacher who prefers to prepare his own materials or use commercial books and games. The choice of equipment and materials should be made by the reading specialists and not by the administrators, who ordinarily are not reading experts and who are not going to have to use the equipment to teach.

Guidelines

Those who have visited remedial reading programs have noted some positive influences that make them effective. These may be helpful to a staff wanting to initiate remedial instruction.

. First of all, the effective programs have well-defined philosophies which were established cooperatively by administrators, supervisors, classroom teachers, remedial instructors, and special personnel.

. The good programs recognize that an adequate diagnostic program is essential to a good remedial program, using individual and group testing procedures to evaluate pupil achievements and needs.

. The remedial program is effective to the degree that it is related to the capacity of the student being helped, to the nature of his difficulties, and to his interests.

. Effective programs involve children in reading activities that stimulate their self-confidence and self-direction, thereby improving their self-image.

. The most effective programs give attention to the students who are not reading up to their potential, even though they may be reading at grade level, as well as to the students reading below grade level.

. Procedures for selection of pupils for special help are carefully outlined and not confined only to reading level.

. Qualified reading personnel are available to help students with varying degrees of reading handicaps.

. Classroom teachers are taught to recognize deficiencies in reading and to modify their instruction on the basis of classroom diagnosis.

. A small teacher-pupil ration, witn no more than six to ten pupils, is most effective in remedial classes.

. Each remedial instructor has a centrally located room that is comfortable, attractively furnished, and with adequate teaching, work, and storage space.

. A suitable library area housing books appropriate for many individual differences is readily available.

. Reading teachers have no duties other than those related to their major work. They have daily planning and conference periods, as well as time to serve as resource personnel and to introduce new procedures and materials to colleagues. They have opportunities to examine, evaluate, and recommend materials.

. Parental involvement is encouraged through PTA, neighborhood meetings and frequent conferences with parents of children in the remedial program.

. Effective appraisal techniques are included from the beginning of the remedial program.

. From a long-range point of view, the prevention of reading problems is more important than their correction. Identification of potential reading failures takes place as early as possible. Provision for special help for children experiencing minor difficulties is undertaken early, before the problems can become more severe.

. Successful programs are characterized by good communication with school administrators and close working relationships between remedial and classroom reading teachers.

IV PATTERNS FOR HANDLING READING DISABILITY WITHIN A SCHOOL

Every school has some method for handling remedial reading. At the least helpful end of the scale is the old-fashioned, ineffective method of simply keeping the slow learners after school to get more of the same from the classroom teacher. Not only do the teaching methods and materials that didn't work the first time usually not work when applied in extra doses, but the child's opinion of himself sinks even lower as he faces what he can only regard as punishment for his stupidity.

The premise of such after-school work may, in all fairness, be a good one--that the child requires individual attention and extra concentration on specific skills. Some schools, recognizing those needs, provide tutors--either paid aides or older students--to give extra attention and help to the nonreaders and slow readers. Tutorial programs, particularly if the tutors are informed and guided by reading specialists, can be extremely beneficial.

The most effective programs at the other end of the scale, are conducted by reading specialists working cooperatively with the administrators and classroom teachers in an informed, structured program that falls within the school day. Usually, the children attend the remedial program at times set aside for classroom work in the language arts. The schedule is conscientiously arranged so that the children do not miss classes they enjoy, such as music, art, and physical education, and which, through training in auditory, visual, perceptual, and coordination skills, actually help remove some of their reading disabilities.

Most current school remedial programs fall between these two extremes. For one thing, the acute shortage of reading specialists prevents, in many schools that have the desire and the financial ability, the hiring of directors for their reading programs. Instead, they rely on teachers who have been effective classroom instructors to head the remedial effort. Many of those teachers, realizing their own lack of information, take courses in reading and, through professional reading and workshops, try to make up for their own shortcomings and lack of knowledge. Those who have seen them in practice are impressed with their enthusiasm and with the efforts they are making to prepare themselves professionally for the assignments thrust upon them.

Coordination between the remedial teacher and the classroom teacher is acknowledged to be the keystone, particularly if the problems are ever to be prevented. Coordination is an acknowledged necessity but, in practice, it doesn't always occur. When it does not, the reason usually is that it is not conscientiously planned for from the start. Full coordination requires free time for both the remedial teacher and the classroom teacher, and that is in short supply in every school. Unless such free time is built into the schedule, with replacement teachers or aides hired to serve as replacements while the teachers confer, the time vaporizes and the coordination never takes place. Coordination also requires full sharing of knowledge, so that the remedial teacher knows what is going on in the developmental program in the classroom and the classroom teacher knows the goals and methods of the remedial program. In-service programs can help with this sharing of knowledge.

It is evident from the above that the reading specialist must work closely with the school principal to effect a good remedial reading program. The principal must see that there are channels in which the teacher and the reading specialist can communicate. He must see that the reading specialist has access to records and to class observations. In-service training is likewise the principal's responsibility. He must either do these things or delegate the responsibility ot the reading specialist. Without a clear-cut sense of responsibility and authority these changes in coordina-

The second ingredient of the effective program is follow-through. Children attend the remedial program, make great strides, and then little is done to reinforce their new, good habits or to provide them with additional help as they encounter new problems in regular classes. The remedial reading teacher should provide the classroom teacher with a plan that will carry the student through additional growth activities Some schools bring students back for a progress report after six months. This check point enables the remedial teacher and the classroom teacher to evaluate the student's plan and his progress. It also reminds the classroom teacher of the need to continue corrective activities in the classroom. Part of follow-through, too, would be a check on how such remedial children fare five or ten years later. School systems appear to regard such follow-through only as a desirable luxury for which they lack the time, personnel, and money. Ultimately, of course, such evaluation would provide some evidence about the long-term value of remedial procedures.

Despite the shortcomings of current practices, the most notable characteristic of remedial reading programs in the schools today is increased activity. Something, at last, is being done. And in many places what is being done is carefully planned, skillfully executed, and remarkably effective. Furthermore, some of what is happening can be emulated by other schools, even without large expenditures of money.

It is difficult to find patterns in a dynamic field that has no classic models, but some patterns are emerging. Ordinarily, schools try more thann one thing at a time, so if a school is mentioned here as being involved in one aspect of remedial work, that does not necessarily represent its total effort.

Reading Coordinator

The reading coordinator functions as a kind of service person for the classroom teachers in his building. He helps with the diagnosis of difficult reading problems within a classroom, shows the teacher how to group children according to given needs, teaches demonstration lessons so that the teacher will know how to cope with the same kind of thing in the future, does some remedial teaching where certain cases indicate that no learning is going on within the classroom, tutors, acts as a kind of curriculum advisor and consultant for the principal, tests and places new students who enter the school, and interprets the reading program to the parents and community. In addition, the reading coordinator provides supportive help to probationary teachers, upon request.

Within this general framework, the reading coordinator may have opportunities to do many other things. Naturally this depends upon the freedom that the principal gives the coordinator. Some coordinators have started what they call Reading Adventure Rooms. In these rooms paperback books are available for children as well as adults. These rooms are open before, during, and after school, and the restrictions on taking books out are much less than in most libraries. A librarian is not there to catalog or guard the books. Occasionally, the reading coordinator puts out a plea for the return of books but there is no other pressure on people to sign out for books or to return them within a given period of time.

Detroit's reading coordinator program was initiated by a group of classroom teachers who met togehter informally to discuss some reasons that their students did not learn how to read. They convinced their principal that he should let them try some different ideas. From that small beginning in 1959, the program expanded to include 37 schools, and the original remedial reading teacher has become a reading coordinator.

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Some of Detroit's coordinators have started Reading Adventure Rooms in their schools. In these rooms, paperback books are available for the children as well as for the parents. The rooms are open before, during, and after school, and there are few restrictions on taking books home.

In-service training includes a three-week workshop for coordinators, a one-week workshop for principals, and a one-day workshop for the entire school staff. The very existence of these elements in the in-service program affirms the need for all these people to do their parts in the development of good readers.

There are both tangible and intangible benefits from the program. Some principals report reading improvement of all children, with one principal stating that, for the first time in 12 years, the children in his school scored near the national average on standard achievement tests. More difficult to define is a kind of stability that the coordinators have brought to reading instruction within a school. The unanimous enthusiasm of classroom teachers and principals for the program is another measure of its success.

Programed Tutoring

Tutoring with a difference is having dramatic results in forty schools in Indianapolis and in a school in Bloomington, Indiana. Called programed tutoring, the system was developed by Dr. D. G. Ellson and two of his associates in the psychology department of Indiana University.* Through the program, the least able reader in the class is able to become as proficient as the average student.

Programed tutoring uses relatively untrained tutors, including housewives and students. The tutors are given completely detailed lesson plans from which to work. They see no more than 15 students a day and give 15 minutes of individual attention to each child. The programed instruction stresses sight reading, comprehension, and a simplified form of phonics. The tutors make no decisions on their own, but follow the detailed instructions to the letter. To guard against inflexibility, the programers have made alternate responses available for use according to students' reactions.

Those children who are in the lowest 25 percent of their reading classes are enrolled in programed tutoring. These children report to their tutors for 15 minutes each day. Meetings may take place at tables placed in corners of classrooms or in small rooms available in the school building.

Using Phy Ed

A unique plan for perceptual training is being tried in Niskayuna, New York. It was devised by the physical education coach in an elementary school, working with the school psychologist, the principal, the kindergarten and first-grade teachers, and teachers of speech, music, and art.

The idea is based on giving the child just beginning to learn to read some experiences in motor learning, tactile sense, perceptual training,

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*Ellson, D. G.; Barber, L; Engle, T. L.; Kampwerth, L.; Programmed Tutoring, A Teaching Aid and a Reading Tool, Reading Research Quarterly I, Vol. I, No. 1, 1965, pp. 77-127.

FOLLOWING SECOND PARAGRAPH INSERT PHOTO # 23 and eye-hand coordination. The teachers all feed into the program ideas on what the child will need, such as left-right awareness and concepts of space, and the physical education program is formulated for these specific skills. From the child's point of view, he is simply having fun and is unaware that he is being "taught."

According to the physical education teacher, his classes heretofore "have had little thought process. We were used to telling the children what to do without thinking about why. Now we are giving them problem-solving games that have some content."

Small Group Remedial Work

Many schools have small groups of students taught by remedial teachers in a small room on a dialy basis. Anderson, Indiana, provides a good example of one such program.

The Anderson program is administered from a central office by the director of curriculum, but each remedial reading teacher works in only one elementary school and is responsible for treatment of moderately severe reading disability within that school building.

The children are selected in an informal manner. Classroom teachers select those who are falling too far behind in reading to do adequate work in the classroom. The remedial teacher then tests the children through an informal inventory, giving more formal tests only when they seem necessary.

Eight children at the most come to the remedial teacher for 20 or 30 minutes a day, four or five days a week. (The schools differ on the length of the period and on the frequency of the meetings.) The children come on a grade-level basis, which presents some difficulties since there is usually a wide range of ability. This necessitates working individually with each child for part of the period.

In one of the schools, the remedial reading teacher teaches four days a week and uses the fifth day to construct tapes for the children who do not attend the remedial classes but need some exercises that the classroom teacher does not have time to give.

The factor that makes the Anderson program effective is the personal contact between the remedial reading teacher and the classroom teacher. Working together, they handle the selection, evaluation, and reorientation of the child.

A team of university consultants helped design the program and did some of the initial training for it. School administrators now wish they had asked the consultants to devise a more complete evaluation phase. However, a pre-test and post-test comparison of scores shows that there has been sufficient growth on the part of the children in the program to warrant its continuance.

Student Tutors

An elementary school in San Bernardino, California, is trying an experiment with forty children who are non-readers.

In a large room with 15 small tables, teams of two children sit opposite each other. One is a nonreader, the other a junior high school student-tutor. The student-tutor uses a wide variety of techniques, including flash cards, visual-audio-kinesthetic-tactile (VAKT) materials, and kits for teaching children a second language, to drill their pupils in specific skills. Nonreaders may come to the room as often as three times a day, with classes held continually for five 55-minute periods every day. The classroom teachers or the counselors refer the children who need hlep to the special classroom. When they arrive, the teacher in charge assures them, whatever their problems, that they "will learn to read."

The student-tutors are selected on the basis of their academic ability. They also must have exceptional "citizenship" records and near-perfect attendance. The enthusiasm and determination of the student-tutors are evident in the seriousness with which they approach their responsibilities.

A special library has been built for the program, so that many books, games, newspapers, magazines, and other materials are readily available.

The children are given tests four times a year to chart their progress and attitudes and have shown improvement in scores on The Gray Oral Reading Test and on their report cards.

The student-tutors meet together every Friday for an in-service session. Their tutoring work is an elective for which they get credit. Some of them have been hired by parents to do further tutoring in after-school hours. Besides an intensive pre-training course, the teacher in charge works with the student-tutors before and after school and during lunch periods. The best of the student-tutors, in turn, help train new tutors.

Reteaching of Reading

San Diego, California, has a project called "The Reteaching of Reading Program," whose purpose is to offer a varied and flexible approach to reading for pupils of average ability or above in the primary grades, with special emphasis on grades two and three. It is a remedial program but it also aims to prevent serious retardation later on. Many of San Diego's schools have a high percentage of Mexican children, which contributes to the reading problems because English conversation at home is the exception.

The remedial reading classes are composed of eight to ten primary children with deficiencies in word recognition and comprehension skills. The program offers them more experience in sequential and systematic reading instruction at their individual reading levels. Most of the children have an IQ of at least 80, and they are usually one to two years below their grade level in reading. They are selected principally on the recommendation of the classroom teacher.

The remedial classes are conducted in a variety of places. In one school, they are housed in an annex across the street from the elementary school, in another school, in remodeled closets. Not much space is needed--room for six or eight small chairs for the pupils, a corner for books and a phonograph, a chalkboard, and a teacher's desk, since the rooms are used by the remedial teachers as offices for individual conferences with the children and with their parents.

One principal said that the program was one that any competent classroom teacher could handle "if she had the time and a little training." Actually, the remedial instructors, for the most part, have had long experience as effective teachers of reading and have also taken advanced college work in reading. The three institutions of higher education in San Diego, especially San Diego State College, offer a wide array of in-service credit courses, including some in the teaching of reading.

The children go to the remedial classes for 40 minutes every day and usually remain in the program for ten weeks, although it is not unusual for a child to remain in the program for the entire school year. He leaves when both the remedial teacher and the classroom teacher agree he can now handle the same work that the rest of the children in the classroom are doing.

The program is strongly phonics-oriented. Also, great efforts are made to get the children to use language orally. Toward that end, phonograph records are used for auditory training, and experience stories make up a good part of the curriculum. A typical exercise is to pick out word cards and then, in turn, make up sentences using the words. The remedial rooms have many more materials than the usual classroom. Not only are there basal readers (different ones from those the child uses in his classroom) but also transparencies and high-interst trade books.

One of the many good features of the program is an excellent teacher's guide for the remedial instructor which was prepared by the staff. It gives theory as well as practical suggestions for teaching specific skills.

A Saturation Program

The Los Angeles City Schools have many and varied remedial and preventive programs.

For the elementary schools, there are six reading coordinators. They work directly with 200 reading teachers who, in turn, work with the classroom teachers. Four reading teachers are assigned to a school. Besides working with the classroom teachers, informing them of new methods, materials, and techniques, they work with the children who have reading disabilities, six to eight children at a time, 45 minutes to an hour a day. One result of the remedial classes is to take the children who are performing least well out of the regular classroom during the reading period, leaving only 22 children of about the same reading ability for the classroom teacher.

The reading teachers emphasize self-image, attitude toward reading, and reading skills, especially with the first-, second-, and third-graders.

The classroom teachers make the referrals to the remedial teachers who give the children a word recognition test and some motor, audio, and visual perception tests. The ones selected are those thought to be able to profit most from the special classes.

Each remedial teacher uses the approach she finds most congenial and effective. Usually, there is emphasis on phonics and oral language, with experience stories frequently used.

In some of the schools, the entire school population is given an informal reading inventory. Summary sheets on the findings are then given to the classroom teacher and help is given him on how to capitalize on the children's strengths and compensate for their weaknesses. Sometimes, the remedial teacher works in the classrooms with the teachers, especially with the new ones, to demonstrate materials or techniques.

Communication with the classroom teacher and with the parent is stressed. In-service classes and workshops are held in some cases as frequently as once a month. Parents are encouraged to come in and discuss their children's problems. Mexican mothers, in particular, who traditionally do not work outside the home, are often used as volunteer tutors for the children. Some parents come to the school to get books for themselves or their children.

Scheduling is a problem, as it is for any remedial reading program. Especially in schools that are trying many new enrichment programs, the trick is to get the children at a time when they will not be missing some other activity that would be just as helpful to their development.

Junior High Special Class

In one Mexican neighborhood of Los Angeles, a special program is offered for junior high school students who are reading as poorly as the first-grade level. In a carpeted, air-conditioned bungalow that looks like a Quonset hut from the outside, everything has been done to provide a quiet, attractive, pleasant atmosphere for learning. The bungalows are called Student Achievement Centers.

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A multi-media approach is used, with emphasis on oral language. Classes are small and last an hour a day, five days a week. Five "graduates" of the class are working as student aides, helping the teachers and the other students. One of them, a Mexican boy, worked himself up from first-grade to fourth-grade reading level during one year in the program.

Films, games, tapes, and a wide variety of books, magazines, and teacher-written materials are used. Generally speaking, the teachers find they cannot rely on commercially-prepared materials because those of high interest are too difficult for the poorest readers. The staff is writing materials that are tested in the bungalows, revised, and then mimeographed or printed for teacher use.

"Every book has one page we can use," said one of the teachers. Like many of the other teachers, he finds mechanical equipment too fast for many of the students. "They have to learn to walk first," he said. The choldren are taught phonics and other word analysis skills through the use of workbooks that give them a great deal of repetition.

The big problem is motivation. Once the children have a little success, they tend to move rapidly ahead.

Working with Parents

Home contact is felt to be very important in the Los Angeles effort to improve reading. The remedial reading teachers make home visits for every child in their remedial classes. Teas and other social events are planned to bring the parents into the schools.

As evidence of the parental interest, one school offered a sixteen-week course for parents called, "Helping Your Child Learn to Read." Despite the fact that the evening sessions ran as long as two and a half hours, there were few "dropouts."

Full Use of Equipment

Using mechanical equipment to help teach reading is often a matter of teacher preference. If the teacher is set against using it or if there has been little or no instruction in how to use it, chances are that any equipment purchased is gathering dust.

But as teachers overcome any initial fears they may have about machines and as they are taught how to use them, they are discovering their potential for helping children learn to read. As a rule, children love machinery--the more complicated and the louder it is, the better. Those who have seen such equipment used knowledgeably and skillfully do not doubt its value--at least its motivational value.

Visitations were made to two California schools where machines are used well. In the Oakland schools remedial classes for one elementary school are held in a trailer in the school yard. The trailer is filled with equipment, including a tachistoscope, a controlled reader, a standard typewriter, tape recorders, a record player, and teaching machines for programed learning. A child has a fairly free choice of what to use. He might choose to put on a record and dance out a story. He might decide to write his story on the typewriter, or record the story and listen to the playback. The children come four days a week to work on their reading. One reading teacher makes it a point to go to the school for coffee every morning, giving her a chance to meet with classroom teachers. Despite the freedom given the children in the trailer, the teacher tries to steer them to the equipment or books that will help them most in the skills they lack.

A school in Richmond, California, uses a portable building for its remedial class. Second- and third-graders there are given two diagnostic tests, one to place their reading levels, the other to locate skill weaknesses. Three teachers work in the portable building, each taking a group of six to eight children at a time. The idea is to do saturation remedial work for these children rather than spread help out over the whole school. Particular emphasis is placed in visual and auditory perception training. VAKT techniques are used. The most noteworthy piece of equipment is a large console composed of tape recorders and several tape decks. Individual hookups to tapes are available, giving the console its name, listening center. Children sit at the console and the teacher tunes them in to a tape, selected from approximately 250 available tapes, which will help them with their individual skill work. The room has all kinds of games, charts, overhead projectors, and books. In all, there is about $10,000 worth of equipment and materials in the classroom. Even with all of that, however, the three teachers have discovered that some of the most useful materials are things they make themselves for specific children with specific needs. "It's the little things you do that count," said one. Improvement in the children will range from six months to two years in reading ability. (Suggestions for teacher-made tools can be found in the appendix.)

Compensatory Programs

San Francisco offers a good example of combining remedial reading with compensatory education for disadvantaged children. The children who are having the most difficulty with reading in the elementary schools are sent to a compensatory teacher for an hour a day. Each compensatory teacher has about five groups a day, teaching about sixty children in all.

In general, the compensatory teachers follow their own specialties and the interests of the children in establishing the content of the classes. One may concentrate on photography, another on botany, while another may deal with Negro heroes or ancient civilizations as the handle to motivate the children. One class has been focusing its attention on a baby chick that has been a member of the class since it was an egg. Field trips to whet appetites for learning and to provide content for stories, plays, and conversations are an essential part of the remedial efforts.

The compensatory teachers are under the direction of a resource teacher, who visits the classes and offers on-the-spot help with reading disabilities. In-service training for the compensatory teachers is part of the program. If, for example, a compensatory teacher is having trouble with her classes the resource teacher takes her around to see some excellent compensatory teachers at work, pointing out what techniques they are using.

In one classroom visited, the concentration was on botany. Each of the children had several plants growing in tin cans. The teacher and the children together have built a greenhouse and they have beans growing up yardsticks, starting from tin cans containing different kinds of soil, to see which bean does best with which soil. As the children are measuring the beans (and learning math skills on the side) and talking about the other plants (and their trips out to the woods to dig up more plants), they put words on the chalkboard, such as "absorb," "Moisture," "Mineral," "dissolve," "ingredients." Their interest is keen, and once they have been persuaded to talk about a subject they write about it, act it out, and record it on the tape recorder.

The patterns for handling remedial reading are infinite, depending primarily on the resources of the school and the ingenuity of the reading specialists. Some schools try to give a little help to all the children who need it in all the grades. Others concentrate on the first few grades, trying to correct disabilities before they become so serious that they prevent the children from keeping up with their other work. Still others put their stress on the older grades, trusting to the developmental reading program and the classroom teachers to help the younger pupils.

Sometimes the emphasis in a program is put on changing and improving attitudes. Such a goal is difficult to build into a program, and more difficult to evaluate objectively. An Illinois school district, Deland=Weldom Community Unit Schools, has centered its program around improvement of attitudes as an incentive to reading. Children are referred to one of two reading teachers who interview them informally and allow them to browse through the reading classroom library. Children are encouraged to return often to look at books and to find books they want to read. When the children become used to books they begin to want to read better and go to the reading teacher for help. Individual programs of instruction are worked out at that time--when the child comes and asks for help.

Invariably, the children appear to enjoy the special reading classes. In some cases, they enjoy the special attention or the change from the regular classroom. But they also appear to take great pleasure in the learning itself, and in finding out that they can, after all, learn to read.

V PROCEDURES FOR ENACTING CHANGE

Instituting a coordinated reading program in the schools, including a remedial program, requires change and an increased expenditure of time, money, and effort. Although the pressure for change can and does come from many directions--from the teachers, from parents, from administrators, from national concerns--change within any school and any school system finally becomes the responsibility of the school administrator. He can, of course, delegate some of the work and responsibility to the reading specialist.

Steps for Establishing a Remedial Reading Program

1. Determine extent of need
    - through survey of children
    - through staff discussions
2. Establish objectives
    - through staff recommendation
    - through community involvement
3. Find personnel
    - through recruitment
    - through in-service training
4. Find facilities
    - through remodeling
    - through new construction
5. Purchase materials
    - for specific skill development
    - for high interest reading
    - for variety and flexibility
6. Select children
    - through discrepancy criterion
    - through teacher recommendation

7. Schedule treatment
    - to child's best advantage
    - on a frequent basis
8. Evaluate regularly
    - child's progress
    - procedures of selection and treatment
9. Report results
    - to child and parents
    - to classroom teacher and principal

Determine Extent of Need

Earlier in this manuscript, ways to establish the need for remedial reading were discussed. The need is often brought to the attention of the administrator by parents who realize that their own children are not learning to read. Classroom teachers, especially those who do not feel threatened by what they feel others may view as their own failures in teaching, often beseech administrators to do something about the children who simply cannot learn to read through the classroom developmental program.

The need is not always evident, however. Unconcerned parents or those unaccustomed to asking the schools anything do not come to the school about their own children. Classroom teachers on occasion take the point of view that there will always be some children who do not catch on and chances are they will learn to read as they progress through the grades, all evidence to the contrary notwithstanding. It is then up to the administrator to assume that there might be reading problems in his school and take steps, such as an all-pupil survey to find out if it is so.

Several principals have found that, in addition to a survey of the pupil's reading performance in the school, a meeting of the staff in which the reading needs of specific children are discussed is useful.

These meetings produce lists of names that teachers compile in small committee sessions. All those teachers who have the same groups of children try to get together in order to discuss students with specific difficulties. This enables them not only to come up with a list but also to identify certain difficulties of individual children.

Establish Objectives

Once the extent of the need is known it is up to the staff and the community to determine specific objectives for a remedial program. Generally speaking, a school system has a greater need than they have resources to handle the need. In that case it is necessary for the staff to determine whether their goal is remediation of all pupils with a need or help for a given area of the student body. Perhaps they will determine that they want greater emphasis on a program of prevention. Thus, the early grades will receive most of the attention, with only very troublesome cases being taken from other grades. Many school systems have made the decision to emphasize prevention, with the thought that it is better to eliminate problems in the primary grades, when they are minor problems, than to have these develop into major difficulties in the secondary school.

The school staff will want to decide on what efforts each member of the staff should make in regard to the remedial reading program. The remedial reading teacher forms only one element in an effort to overcome reading problems; part of the objective of the program should include in-service training for classroom correction, means for reporting findings about individual children to classroom teachers, administrators, and parents, and clear-cut procedures for referring children to the remedial teacher or the reading specialist for diagnosis and treatment.

Most schools have found it wise to include parents and members of the community in a remedial reading program. Even if the parents are brought in at the planning stage only to inform them that the school is considering a remedial reading program, the benefits can be considerable. Once the parents understand the nature of the program, and its objectives, they tend to cooperate and spread among themselves the good word about the school's concern for individual children. It is quite possible, too, that parents will volunteer to assist the establishment of the program and its operation. Parent-tutors or parent-secretaries for the program can often be gained on a volunteer basis, and they may even help run the school library or other aspects of the program.

Find Personnel

Assuming that a school survey reveals the need for remedial help for some of the pupils, the next step is to formulate the best possible program to meet the specific needs of the children. It is usually a mistake for the administrator to formulate the program and then mobilize the staff to carry it out. For one thing, most school administrators do not possess enough competence in reading. They know little about diagnostic testing, remedial techniques, or even developmental programs. Even those administrators who are closely involved with curriculum development admit they do not have the knowledge or, even more important, the time. Therefore, the administrator must turn to reading specialists.

An effective remedial reading program in a school system with 10,000 or more children seem to involve the following kinds of personnel: a reading coordinator who may also be the language arts supervisor, a special reading teacher for each school, and a teacher aide. Sometimes the teacher aide is a secretary and sometimes she is a person who actually engages in contact work with the students in the class.

Finding appropriate personnel to handle a remedial reading program in a school has been a difficult task. Reading specialists are in such great demand that the supply of trained people is quickly eaten up. But the reading coordinator or the school principal trying to set up a program in a school should use normal recruitment as a first step in finding personnel for his program. If a trained person is not available, then an alternative is to take a good teacher from the classroom and provide him with in-service training and university training that will help him become a remedial reading teacher or a reading resource teacher for the school.

Part of the job of finding personnel also involves the identification of the roles that each of the new personnel will play in the school program. Again, cooperation among those directly involved with the correction of reading difficulties is essential and cooperation and communication must also exist among the school administration, the classroom teachers, and those involved with the remedial reading program.

Working directly under the guidance of the reading coordinator are the remedial reading teachers and the classroom teachers. Together, they learn about each other's areas of expertise and devise an over-all program whose ultimate goal is the prevention of reading disabilities. Inherent in the program must be coordination and shared responsibility. If the program is devised from the top and then imposed on the staff, there is understandable resentment. Furthermore, such a method is self-defeating because it does not take advantage of the intimate, practical knowledge of the classroom teacher and specialists working directly with the children.

Particularly at the beginning stages of a reading program, sufficient time must be allowed for planning. A classroom reading teacher cannot be assigned the task of devising a remedial effort without relieving her of her classroom responsibilities. The reading coordinator cannot do an effective job if he also has so many other administrative functions that the reading program must be formulated in blocks of time stolen from other duties.

In the initial formulation of the reading program, time should be allowed for continuing evaluation. This will, in a way, determine the number of specialists that will be needed. Practically, it is usually impossible for a remedial instructor to be responsible for more than five one-hour classes each day. The rest of the time is needed for adequate record keeping, unearthing of new materials, and coordination with the classroom teacher.

Find Facilities

On an emergency basis a remedial reading teacher can operate out of a janitor's closet or some other makeshift arrangement, but a reading specialist should be given facilities that not only make the job a pleasure for him, but that make it an effective place for him to instruct children. If the focus of the remedial program is the training of classroom teacher for corrective work in the classroom by a reading resource teacher, that resource teacher should also have an office and supply room from which he can conduct interviews with teachers and children, and where he can house appropriate materials that he will need in conducting classroom demonstrations.

There are two rather obvious ways to find facilities for a remedial reading program. One is to remodel some existing room in the school. Some schools have taken basement rooms that were used for storage and have panelled, carpeted, and lighted them so that they become attractive places to instruct children. Other schools have taken an unused classroom or an unused portion of the gymnasium and constructed small work areas within that facility, making appropriate decorative arrangements so that it becomes a pleasant place for children and for teachers. Those school systems that have made an effort to remodel and to decorate the remedial reading facilities in an attractive way have found that the students respond enthusiastically to their efforts. Students realize that they are being given a special treat when they enter a bright, carpeted, well-lighted place that may be in contrast to a rather drab classroom.

Another obvious way for finding a facility for remedial reading instruction is to build a room or bring in some portable facility that can act as a remedial reading area. Literally thousands of portable units have been constructed or brought into school yards as part of Title I remedial programs for disadvantaged children. These portable facilities range from house-trailers to prefabricated units that are quickly erected on school grounds. One of the attractive things about new construction is that the teacher, the reading coordinator, the classroom teachers, and the principal can all be involved in designing the interior to make it complement what they feel is a desirable program.

Purchase Materials

The equipment and materials for the program should grow out of the needs of the children. Effective diagnosis will determine the kinds of problems and, therefore, the kinds of equipment and materials needed to solve them.

No matter what the structure of the remedial reading program in the school, a good quantity and a wide variety is necessary. Variety of materials is needed because the children must find in the remedial reading area things that are different from what they have in their classroom. It is wellknown that motivation plays a key role in getting disabled readers to respond to treatment. Materials alone will not motivate children, but they can be used to great advantage as part of motivation, and it is not likely that children will be motivated by the same kinds of materials that cause them failure in the classroom. Another aspect of the materials should be their appeal to different senses. Children learn by a variety of sense stimulation, and there should be visual stimulation, auditory stimulation, and kinetic stimulation provided by the materials that are purchased for the program.

It is not easy to locate equipment and materials or to find out how good they really are. Too many schools rely on equipment and textbook salesmen who, quite naturally, believe their products to be the most effective. Time and money should be allocated for trips by the reading specialist to schools using various kinds of equipment and materials, and to conventions and other meetings where he can talk with other reading specialists about what they find most effective. Further, continuing evaluation of the program should include evaluation of specific pieces of equipment and of games, books, and other materials.

Some schools have discovered that existing materials do not specifically meet the needs of their children. These schools have funded the preparation of their own materials, tested them in the program, and then produced them in sufficient quantities for use.

A special consideration in the purchase of materials for remedial reading is a large supply of high-interest books. Publishers recently have developed a number of series of high-interest books, especially for boys, containing a vocabulary considerably below the interest level.

Select Children

Generally there are two primary means of selecting children for a remedial reading program. The first is teacher recommendation. The classroom teacher sees the child in action and learns rather quickly those who are having difficulty with reading, and, because of her acquaintance with the child's cumulative record, she should know whether that difficulty is a reflection of the child's learning capacity or whether it is a reflection of something else. The second means of selecting children for a remedial reading program is what might be called a discrepancy criterion. Children going into a program are often given some reading achievement tests and the grade level achieved on that test is compared with the capacity or mental age of the child. If the discrepancy, or gap, between the reading achievement and the capacity, or mental age, is significant, then the child is a candidate for the remedial reading program. And it only makes sense to say that the children with the largest gap or largest discrepancy between achievement and capacity are those who should receive first consideration where priorities have to be established.

In the selection of children it is important that referrals from classroom teachers include a statement of observations as to specific disabilities, as well as a listing of the activities the classroom teacher has used in trying to up-grade the child's reading ability.

Schedule Treatment

Scheduling children into any kind of special program always creates problems, especially for the administrator. To make sure that remedial reading treatment occurs under the best conditions, it should be kept in mind that the child should not be pulled out of other instructional activities that he especially enjoys. It would be desirable, of course, for him to report to the remedial reading class during the period when his classroom reading is taking place.

Treatment should be done on a frequent basis. Research indicates that remedial trading treatment should be given three or more times a week for the most beneficial effects. Some progress is noted in children who have treatment only twice a week, but it is especially important in the more severe cases to practice reading several times a week for as long as is necessary to achieve a level consistent with regular classroom reading activities.

Evaluate Regularly

The matter of evaluating the reading program is a complex one and cannot be given simply in a few paragraphs. There are some notations that will benefit the reading coordinator when setting up a remedial reading program within a school. One of these is that at least two kinds of evaluation should take place: one is an evaluation of the child's progress in developing reading skills, and the second is an evaluation of the procedures used within the program; that is, procedures of selection and treatment should receive an evaluation as well as the child's progress. This is tantamount to saying that no only the children should be evaluated, but what the teacher is doing and using should be evaluated.

Results of the remedial program are often exaggerated, to the harm of the children and of the program itself. For one thing, achievement tests are not always interpreted properly, with the effect that claims are made for the child that do not hold up once he returns to the classroom. For another thing, while a third-grade child in a remedial class may, indeed, have gone from primer to second reader, which is a remarkable feat, his classmates have progressed from the beginning of their third readers to the end, and he returns still, to his mind, the "dumbest one" in the class.

The reading coordinator should be skilled enough to help the reading specialist in evaluating test results. Reading tests fall loosely into two categories: the group survey achievement test based on standardized norms, and the individual diagnostic test. Survey tests, while they might have diagnostic elements, can be more accurately thought of as being screening devices to help discover discrepancies between reading capacity and achievement. Scores on such tests are not always accurate appraisals of reading level, but are approximations of individual ability. Individual diagnostic tests, on the other hand, discover specific skill weaknesses and can be used to recommend remedial and corrective treatment. In dealing with either of these types of tests it is necessary to remember that reliability and validity of many reading tests is not high. Consequently, care should be taken to avoid placing undue emphasis on any one score. The subject of test interpretation is important and would make a good subject for in-service training.

The matter of the child returning to his regular reading class still far behind, despite evident progress, could be solved in two ways: one, a longer period of the remedial class than many schools allow, and two, full coordination with the classroom teacher to continue reinforcement of the child's skills.

A related matter is the tendency of some classroom teachers to teach grades rather than to aim their teaching at specific needs. The third=grader who returns to the classroom having been brought up to second=grade reading level is unable to deal with much of the third-grade material. Such material has to be presented to him in terms he can understand, or he will continue to fall behind. Coordination between the reading specialist and the classroom teacher in finding the materials for that child and working out techniques that will prove effective with him is a difficult problem. Continuing emphasis from the reading coordinator on the need to know and use appropriate materials will encourage reading teachers to match the child and the material.

All such matters relate to evaluation because the reading program can be evaluated only in terms of what it sets out to accomplish. It cannot be termed a failure in areas in which it never was intended to function. So the philosophy of the program, the results hoped for in terms of children's abilities, and the limitations of the program have to be formulated before the evaluation phase can be worked out. The same evaluation instrument should be employed for all children so that comparative effectiveness studies can be made.

Reporting Results

Unless the reading program--its goals, its methods, its techniques, its results--are reported accuately and systematically, the program will be in trouble from the beginning.

First of all, the board of education must understand the needs and what can be done to meet them or they will not approve the additions to the staff and the money for equipment and materials. And continuing reporting of results will be necessary for the continuance of the board's support.

Secondly, the parents, particularly the parents of the children in the remedial program, should be informed about reading and the problems to be solved through remedial efforts. If they are not, they may attach some stigma to the fact that their children are in the remedial program. Furthermore, it is the public that ultimately pays the bill for the program, and so the public should have an honest appraisal of the reading program and what is being done to solve reading problems.

Finally, principals should be kept fully informed of the program and fully conversant with the methods and materials being used, as well as with the results.

The responsibility for full reporting to all segments of the school staff and to the public should be part of the role of the reading coordinator. It will often be the principal who actually reports to the parents, but he must depend on the reading specialist for his information.

Common Mistakes

Given below are some of the common pitfalls of school reading programs. This check list can be used by those who plan and operate remedial reading programs.

Organization	lack of definition of responsibility and authority for the reading specialist In each situation the question "What is his role?" has to be answered. scheduling 15 to 20 students per hour into a remedial class Most successful programs have no more than six students report at any given time to a remedial reading teacher. In some instances, programs put a maximum

	of 50 cases per week on any one remedial reading teacher.
Personnel	the assumption that a good classroom teacher will make a good reading specialist The concerns of a reading specialist usually involve specialized and technical knowledge that can be gained from a combination of university training and experience. Usually the classroom teacher is not so prepared.
Facilities	not providing adequate space or attractive quarters. A remedial reading facility usually requires space for a minimum of 100 books, several pieces of equipment, a file cabinet, and miscellaneous supplies.
Materials	allowing little or no money for materials It is estimated that $2,500 to $3,000 is needed to adequately supply one remedial reading teacher.
Selection	making selection only on basis of a score on standardized group reading test making selection on the difference between the reading level and the grade placement Selection of remedial cases should be concerned with the gap between performance and capacity.
Time	providing once-a-week sessions of 60 minutes or more Successful programs have found that it is necessary to meet with remedial cases two or more times a week for any noticeable improvement over a semester. terminating instruction at the end of such arbitrary time periods as, for example, six weeks Remedial instruction should be carried on until the student's progress indicates that he can profit from regular classroom instruction.

Assessment — determining progress by the score on a standardized group test Ordinarily the standardized group test does not measure the skills that are taught in a remedial reading class.

In-Service Programs

Although the teaching of reading is centuries old, the approaches needed in today's schools are still in the testing stages. Little formal instruction or practical work is offered for secondary teachers. Any school that has tried to find a reading coordinator or other reading specialists knows how scarce they are.

Faced with new approaches and uninformed teachers and administrators, the schools are turning to in-service training for developing needed personnel. The most effective programs allocate time during the school day for such training and do not rely on the good nature of the teacher to attend late afternoon or evening sessions. This necessitates the hiring of substitute teachers to man the classrooms during the in-service sessions.

The content of an in-service program for remedial reading teachers should include sessions on the diagnostic process and things to look for in diagnosis, tests available for diagnosis, the establishment of performance objectives for disabled readers, materials and equipment for teaching disabled readers, evaluating a child's progress in specific reading skills, record keeping, and reporting the progress of the disabled reader.

The content and extent of the in-service programs depend on the knowledge of the staff and the type of reading program being formulated. In some cases, developmental reading has to be the starting point, with effective reading teachers demonstrating techniques and materials. In most cases, the theories and practicalities of diagnostic testing are a part of in-service courses. All teachers can benefit from seeing new equipment and materials and learning how they work with different disabilities.

Even some of the effective remedial programs suffer from a lack of in-service education. When it is left to chance, it is usually left out, and this mistake undoubtedly cuts down on the effectiveness of the program.

One of the important by-products of in=service training in reading is the opportunity it affords for coordination among the various staff members working on the problem. In-service discussions offer a chance for the remedial instructors to explain what they are doing, and to show how it can be reinforced by the classroom teacher. By the same token, classroom teachers have an opportunity to discuss the developmental program and to explain why some of the goals of the remedial program may not be comptabile with the classroom program as it is now operating. Often, the result of such interaction is a revamping of both the developmental and remedial programs so that they become a truly coordinated effort.

It is only when everyone involved in the education of children with reading disabilities is fully aware of the problems and what is being done about them that they can assume their proper roles in the ultimate elimination of those problems.

Appendix A

Diagnostic and Correctional Procedures for Specific Reading Skills

Classroom teachers and remedial reading teachers often want to know how to identify a special reading skill and how to correct it when a child shows a weakness in the skill. In this appendix sample exercises for specific skills are described. These exercises can be used either to assess a child's performance or to give him practice in a weakness that has been diagnosed.

These exercises should not be considered the only or even the best answer to a given skill deficiency. They are, however, samples of types of exercises that have worked for other teachers. This appendix may be useful as a quick reference for small group activity or as a guide to developing corrective exercises for individuals who exhibit specific reading skill deficiencies.

Sample exercises are given for specific skills under the following headings:

1. Perceptual Skills
    - Auditory
    - Visual
    - Motor
2. Word Identification
    - Sight Word
    - Structural Analysis
    - Context Clues
    - Syllabication
3. Comprehension
    - Words
    - Sentences
    - Main Ideas
    - Generalizations
4. Rate of Reading
5. Oral Reading

Next to each sample exercise will be one of three terms to indicate the way it will most likely be used--worksheet, activity, individual.

Worksheet: designates diagnostic or correctional procedures which generally are found in worksheets and can be used by a group the size of a normal class.

Activity: involves procedures that generally include discussion or similar activity from a smaller group.

Individual: specializes in diagnostic and correctional procedures designed for an individual.

TAXONOMY OF READING SKILLS

PERCEPTUAL READING SKILLS

Auditory Skills

1. Matching rhyming words
2. Identifying consonant sounds
    a. initial position
    b. final position
    c. consonant blends
    d. consonant digraphs

3. Identifying vowel sounds
4. Hearing word variants
5. Recognizing syllable length
6. Listening for accent

Visual Skills

1. Noticing likenesses and differences
2. Noticing differences in upper and lower case and between letters
3. Increasing eye-span
4. Developing spacial discrimination
    a. up and down
    b. toward and from
    c. betweenness
    d. nearness
    e. horizontal directionality
    f. on and under
    g. top and bottom.

Motor Skills

1. Developing left-right eye movement
2. Developing hand-eye coordination
3. Developing motor awareness and coordination
4. Focusing

SAMPLE EXERCISES FOR PERCEPTUAL READING SKILLS--AUDITORY

MATCHING RHYMING WORDS

1. On the left side of the page, display pictures of objects which exemplify the sound being taught; on the right side, display pictures of rhyming words. The children are to draw a line to the rhyming object.

   Worksheet

2. In small groups, one child says a short word, the next child says a rhyming word, and so on until all possibilities seem exhausted.

   Activity
   Variation: Use nonsense words or syllables.

3. The teacher makes up nonsense couplets. The child should supply the rhyming word in the second line.
   Example: T. He was very fat.
   He wore a funny _____.
   C. Hat.

   Individual

IDENTIFYING CONSONANT SOUNDS (INITIAL)

1. On the left side of the page, display pictures of objects which exemplify the initial sounds being studied. On the remainder of the page the children are to draw objects which begin with the same sound as the key object.

   Worksheet

2. On the left side of the page, display pictures of objects which exemplify the initial sound being taught. The children are to look at the object on the left, think of its name, find another object on the right side that begins with the same sound, and draw a line to it.

   Worksheet
   Variation: Expand or cut the number of choices according to the needs of the group.

3. Each child receives a worksheet with a playground scene on it. Many objects are displayed in the picture; most of the objects start with initial consonant sounds already studied. With a red pencil, all the object beginning with ____ are marked. With a blue pencil, all the objects beginning with ___ are marked. Only two or three sounds should be tested at once; the picture can be used again to test other sounds.

Worksheet

4. The teacher reads sentences with words that begin with the initial sounds being taught The children raise their hands when they hear the initial sound.

Activity

IDENTIFYING CONSONANT SOUNDS (FINAL)

1. Pictures of objects on this worksheet are alike initially but vary their consonants in the final position. The teacher calls the name of an object and the children mark or circle it. Example: coat-comb, man-mat, bag-bat.

Worksheet

2. From three choices, the child must crossout the picture or word that ends in a different sound than that of the key word. Example: hat--man--cat--fat.

Individual

IDENTIFYING CONSONANT SOUNDS (BLENDS)

1. The children are to arrange the various blends being taught in alphabetical order along the left side of the page. From a mixed list of words starting with these blends, the children are to put the words next to the blends with which they begin.

Worksheet
Variation: Use this exercise for blends in the final position, and digraphs also.

2. Divide the class into small groups. Each group has chalkboard space and a baseball diamond drawn in that space. The bases are lettered with blends that are being taught. The child who can write a word beginning or ending in the corresponding blend at each base gets a home run.

Activity

IDENTIFYING CONSONANT SOUNDS (DIGRAPHS)

1. Divide the class into small groups. Each group has chalkboard space and a baseball diamond drawn in that space. The bases are lettered with digraphs that are being taught. The child who can write a word beginning or ending in the corresponding digraph at each base gets a home run.

   Activity

2. In this diagnostic test, there are four choices for each exercise; the choices are to be either blends or digraphs. The child is to choose the correct initial sound or digraph that is represented in the verbal stimulus given by the teacher.
   Example: T. Number 1, shoe--shimmer
   C. Looks in row 1 and marks the digraphs sh.

   Individual

3. To check mastery of one digraph, the child is to circle the pair of words that end in the digraph _____, or that begin in the digraph _____.

   Individual

IDENTIFYING VOWEL SOUNDS

1. From a list of words the children are to put all the words governed by one rule into the same column or box.
   short e   long i   r-controlled a

   Worksheet

2. The children are to return their readers to skim for words that fit into the catagories given by the teacher. The catagories for sorting are determined by the vowel sounds the teacher wants to stress.
   Example: the long sound of _____, the short sound of _____, the r-controlled sound of _____.

3. Lead the children in a discussion about two columns of words. All of the primary vowel sounds in the words of one column are long and are in open syllables. All of the primary vowel sounds in the words of the other column are short and are in closed syllables. Lead them to see the relationship between long sound-open syllables and short sound-closed syllables. Help them determine the cv and cvc patterns.

   Activity

HEARING WORD VARIANTS

1. Show a picture of one object and then a picture of many identical objects (one object and its plural). The children are to mark whichever picture the teacher calls.
   Example: T. Boys.
   C. Mark the group of boys.
   T. Cat.
   C. Mark the picture of one cat.

Worksheet

RECOGNIZING SYLLABLE LENGTH

1. Give a list of mixed words containing one-, two-, and three-syllable words. The children are to unscramble the words and to put them into three columns according to the number of syllables per word. Then they are to label the columns one-, two-, and three-syllable words.

Worksheet
Variation: Adjust the syllable length and list of words to fit the class, group, or individual.

2. To make the child aware of syllables, have him touch his hand lightly to his jaw and say a two syllable word slowly. The number of times his jaw must drop to say the word is usually the number of syllables in that word.

Individual

LISTENING FOR ACCENT

1. Give a list of two-syllable words; the children are to divide them into syllables. Next, they are to circle the stressed syllables.

Worksheet

2. The children are to use a dictionary to look up a list of words whose meanings change when their accents change. Next they are to correctly use both words in sentences and mark the words with their proper accent for that context.
   Example: ex press' ex pert' per fect'
   ex'press ex'pert per'fect

SAMPLE EXERCISES FOR

PERCEPTUAL READING SKILLS--VISUAL

NOTICING LIKENESSES AND DIFFERENCES

1. The children are to discriminate between sets of objects whose likeness or difference depends on discrimination of number. Example: three large circles containing differing numbers of smaller circles.	Worksheet
2. On a worksheet with pairs of frequently confused words, as the teacher reads sentences the children are to underline the correct word from the pair. Example: quiet-quite, deep-dear, palace-place, throat-throne.	Worksheet
3. The child is to sort according to size, color, shape, and/or type of object. If materials are hard to come by, have him sort his classmates by color of hair, color of shirt or blouse, color of shoes, etc.	Individual

NOTICING DIFFERENCES IN UPPER AND LOWER CASE AND LETTER DIFFERENCES

1. Differences in letters: Using upper case letters, display a letter on the left side of the page and some modifications of it on the right side of the page. The children are to choose the similar form of the letter.	Worksheet
2. Difference in upper and lower case: From a worksheet containing a mixture of upper and lower case letters, the teacher names the letter and the children mark or circle the letter named. Example: T. Capital A. C. Marks the upper case a. T. Small a. C. Marks the lower case a.	Worksheet
3. The children are to use pipe cleaners for reconstruction of letter forms whether they be in upper or lower case. Beads or buttons may also be used if coordination is developed enough.	Activity

INCREASING EYE-SPAN

1. Use a single column from a newspaper or magazine. Mark two vertical lines through the column. The student is to practice reading the material up to each vertical line in one fixation. Activity

DEVELOPING SPACIAL DISCRIMINATION(UP AND DOWN)

1. On a worksheet with pairs of objects in up and down positions in each exercise, the teacher asks the children to mark the _____ that is up, the _____ that is down. Worksheet
   Example: Good objects for teaching up and down are pairs of kites, butterflies, jumping boys, hats, birds, kittens, balls, and airplanes.

2. The children are to bend up and down, climb up and down on small stairs, and reach up and down. Activity

DEVELOPING SPACIAL DISCRIMINATION (TOWARD AND FROM)

1. On a worksheet, present three objects, two of which are facing the same direction. The children are to choose the one that is facing away from the other two. Worksheet

2. On the left side of the page have trees and on the right side of the page have houses. The trees stand for the country and the houses stand for home. Down the middle of the page are pairs of characters, each facing either the trees or the houses. These sets of characters can be cats, dogs, boys, girls, mothers, fathers, etc. The teacher asks the children to mark which man of the two is going home, which dog is going home, which little boy is running away to the country. Worksheet

DEVELOPING SPACIAL DISCRIMINATION (BETWEENNESS)

1. The teacher demonstrates betweenness with objects situated in this position: block, block, doll; block, doll, block. With colored markers or blocks the children then practice making situations where there is betweenness. Activity

2. On a worksheet situate drawings or pictures in this fashion: block, block, doll; block, doll, block. The children are to decide and mark which set the doll is between and so on in the worksheet with other objects.

Worksheet

DEVELOPING SPACIAL DISCRIMINATION (NEARNESS)

1. From a series of four objects, the middle two being alike, the outer two being different, the children are to decide which objects of the two middle objects is near one of the unlike outside objects.
   Example: Show pictures or four objects per frame.
   T. Which girl is near the cat?
   C. Marks the picture of the girl near the cat, not the dog.

Worksheet

DEVELOPING SPACIAL DISCRIMINATION (HORIZONTAL SEQUENCE)

1. Display three objects in front of the children and demonstrate the naming of the first, next, and last object. Using any three objects, have them locate the first, next, and last objects from left to right.

Activity

2. On a worksheet, have exercises containing pictures of three objects. The teacher designates which object the child is to circle--first, next, or last.

Individual

DEVELOPING SPACIAL DISCRIMINATION (ON AND UNDER)

1. Present a worksheet with small objects drawn on or under tables, chairs, dressers, ladders, beds, or stairs. The teacher asks the students to mark the object on the dresser, under the ladder, and so on through the worksheet.

Worksheet

DEVELOPING SPACIAL DISCRIMINATION (TOP AND BOTTOM)

1. On a worksheet, in vertical columns have pictures of objects in sets of two. The children are to mark the top or bottom of the set as the teacher calls for it.
   Example: T. The cat on top.
   C. Marks the cat in the top frame.

Worksheet

2. With vertical lines as guidelines, the children are to past paper, beads, or macaroni from the top of the page to the bottom.

Activity

SAMPLE EXERCISES FOR

PERCEPTUAL READING SKILLS--MOTOR

DEVELOPING LEFT-RIGHT EYE MOVEMENT

1. With a colored margin on the left side of the paper to designate where to start the activity, the children are to draw a circle in a given square or put an 'x' in a given rectangle. For older children, have them draw a horizontal line through groups of vertical lines, never extending outside these vertical lines.

   Worksheet

   Variation: Have them complete any sequence where they must begin at the left and finish at the right.

2. With their heads straight and still, the children should focus on an object at a distance of five feet away from them. This object should be moved by the teacher from her right to her left, or from their left to their right. All board work or any paper activity should be constructed to enhance a left to right movement.

   Activity

DEVELOPING HAND-EYE COORDINATION

1. Everyday activities which increase visual-motor coordination and that are easy to incorporate into classroom plans are--buttoning and unbuttoning, lacing and tying, opening and closing snaps, zipping and unzipping, using simple tools, carrying objects, and pouring liquids.

   Activity

2. Some developmental activities which will enhance visual-motor coordination are the following: cutting, painting, pasting, tracing, finger games, coloring, model making, bead stringing, and block building.

   Activity

DEVELOPING MOTOR AWARENESS AND COORDINATION

1. Balancing helps entire body coordination. Have the children stand on tip-toe using both feet for ten seconds, then each foot for ten seconds. Next, while balancing on one foot, they are to swing the other foot; then while standing on one foot they are to make a circle on the floor with the other foot. Last, while on tiptoe, they are to lean forward with their heels off the ground. After leaning over as far as possible, they are to return to original position.

   Activity

2. Games involving the imagination which enhance bodily awareness are--cart pulling, loading, pushing, pushing with back, pulling sideways, lightening a load, pretending to be parts of a storm--high wind, heavy and gentle rain, thunder and lightning. Acting like kangaroos, rabbits, elephants, birds, airplanes, and trains will also enhance bodily coordination. Activity

3. Locomotor activities which help in the development of coordination are skipping, galloping, small hops, walking, sideways, waddling, and marching. Activity

FOCUSING

1. The younger students are to identify objects by color, size, shape, and texture. They are to sort according to the above criteria. As skill of sorting increases so must the degree of detail in focusing. Activity

2. From an assortment of buttons, beads, or similar small objects, the children are to find a square button, etc. This object should not be too different in color or texture, so that they must find it not by touch, but by focusing on shape detail. Activity

3. In small groups, the children are to move their heads from side to side, up and down, and in a rolling motion, while focusing on a stationary object. Activity

TAXONOMY OF READING SKILLS

WORD IDENTIFICATION SKILLS

Sight Word

Structural Analysis Skills

1. Recognizing affixes
2. Recognizing compound words
3. Recognizing roots
4. Recognizing contractions

Context Clue Skills

1. Using definition clues
2. Using experience clues
3. Using comparison clues
4. Using synonym clues
5. Using familiar expression clues
6. Using summary clues
7. Using reflection of mood clues

Syllabication Skills

1. Using syllabication generalizations

SAMPLE EXERCISES FOR WORD IDENTIFICATION SKILLS--SIGHT WORD

DEVELOPING SIGHT VOCABULARY

1. Given a worksheet, the children are to underline the words that are pronounced by the teacher. These words are new words for that grade level but have already been presented in discussion and possibly in a reading selection.	Worksheet
2. This game is played like "Bingo." Words are written in columns and rows. The children cover the words pronounced by the teacher; the first child to completely cover a column or row is the winner.	Activity
3. The child is to keep a notebook of some words that represent his errors in word recognition. Each word is recorded in the top left corner of the page. Next some words representing the same phonetic element is written. On the remainder of the page, the original trouble word is written in meaningful sentences	Activity

SAMPLE EXERCISES FOR WORD IDENTIFICATION SKILLS--STRUCTURAL ANALYSIS

RECOGNIZING AFFIXES

1. After reviewing rules about adding a certain suffix to verbs, list the verbs; the children are to alter the form depending on what suffix they are studying, then use the altered verb in a sentence.	Worksheet
2. After reviewing rules about adding the comparative and superlative form to adjectives, the children are to use all three forms of designated adjectives in different sentences.	Worksheet

RECOGNIZING COMPOUND WORDS

1. The children are to make as many sensible compound words as possible using a given word as the first part of their compound word.
   Example: Given--snow
   Composed--snowman, snowfall, snowdrift

   Worksheet

2. Present the children with a list of hyphenated compound words. They are to use the words in sentences. If they are advanced enough, discuss how the hyphenated words are used (mostly as adjectives). Discuss why they are used (for easier reading and understanding).

   Activity

3. The child is to divide the compound word into its original words. He is to then tell the meaning of the original words and the meaning of the compound word.

   Individual

RECOGNIZING ROOTS

1. Using lists of common prefixes, suffixes, and roots the children are to use the prefix and root list, or the suffix and root list, to make sensible words. They are to then define the new word by its use in a sentence.

   Worksheet

2. Next to a list of given words, the child is to write the root word; from a list of rules, he is to letter the root word according to the rule governing it.
   Example: flying __fly_______rule b____

   Individual

RECOGNIZING CONTRACTIONS

1. Given a group of word pairs, the children are to shorten the two words to make them into a contraction. From a group of sentences containing contractions, the children are to recreate the original words used to form the contractions.

   Worksheet

2. This card game is prepared and played like Old Maid. Shuffle and deal the 3x5 cards to each player. The card pairs are mated as to original words and their contractions, but one contraction does not have a mate. As the player draws a card from the person on his left, he tries to match the drawn card with those in his hand. As he finds a pair, he lays them

   Activity

down, and the first one to go out is the winner. As the pairs are laid down, they must be read. The person left holding the unmated card must first tell what the contraction stands for. He is the dealer for the next game.

SAMPLE EXERCISES FOR WORD IDENTIFICATION SKILLS--CONTEXT CLUES

USING CONTEXT CLUES

1. The children are to match pictures to sentences that describe the action of the picture, or that apply to its meaning. Worksheet

2. Riddles are good exercises for the development of using context clues, especially definition, comparison, and summary clues. Worksheet

3. Present a short story of one paragraph with some words left out. The children are to read each sentence and complete it with their own words, or those from a given list. Different types of context clues may be exhibited in each sentence. Worksheet

4. To show how context can be a check against confusing, similarly written words, present a worksheet where similar words may be chosen to complete the sentence. Individual
   Example: The metals
   medals are polished to
   a bright shine.

5. To test a child on his use of context clues, use words to complete a given sentence. These words should begin alike and be of the same part of speech to further enhance his discrimination. Different sentences can exhibit different kinds of context clues. Individual
   Example: Given--A strong wind and icy
   snow make a __________.
   Choices--blizzard
   blanket

SAMPLE EXERCISES FOR WORD IDENTIFICATION SKILLS--SYLLABICATION

USING SYLLABICATION GENERALIZATIONS

1. In working with each rule, the children are to divide sample words, then discuss why they divided the words as they did. Present the rule in a concise definition and give more words to be divided. At the end of the exercise, have them restate the rule in their own words.

   Worksheet
   Variation: For the more advanced, have them restate the rule and think of sample words that exhibit this rule.

2. After several syllabication generalizations have been studied or reviewed, present a list of words for the child to divide and have them letter the divided word with the correct rule governing its division.
   Example: supply supp ply rule e

   Individual

TAXONOMY OF READING SKILLS

COMPREHENSION SKILLS

1. Matching words and pictures
2. Recognizing meaningful phonograms
3. Matching definitions and word symbols
4. Recognizing antonyms, synonyms, and homonyms
5. Seeing literal and interpretive meanings
6. Recognizing meaning in larger units--sentence, passage, chapter
7. Recognizing main idea and supporting detail
8. Recognizing sequence
9. Following directions

SAMPLE EXERCISES FOR COMPREHENSION

MATCHING WORDS AND PICTURES

1. The children are to label, with preprinted cards, the various objects in the room.
   Example: Prepare cards for a table, chair, picture, pencil, chalkboard.

   Activity

2. Present a series of pictures and a series of corresponding words on index cards. The children are to match the pictures with the words; after they finish matching their set of words and pictures they trade sets with their neighbors.

   Activity

RECOGNIZING MEANINGFUL PHONOGRAMS

1. Present a list of phonograms for each vowel. The children are to see how many sensible words they can make each phonogram a part of.
   Example: vowel a

   ail...pail
   ash...sash
   ake...cake
   ank...tank
   ang...pang
   at ...pat

   Worksheet

2. Given two lists of rhyming words, the children are to match the rhyming pairs. Then, in the first list, they are to underline the rhyming phonogram.

   Worksheet

3. The teacher reads and presents a copy of a poem to the class. The children are to underline the rhyming words. Then they are to isolate the phonogram that rhymes.

   Worksheet

MATCHING DEFINITIONS AND WORD SYMBOLS

1. Prepare a worksheet where the children must match the word and its definition. The choice of words and choice of definitions depend on the grade level of the group.

   Worksheet

2. Prepare two lists of words which the children must match. The matched pair must be related in meaning.
   Example: shone...bright
   sunny...cloudy
   dollars...cents

   Worksheet

3. Prepare a worksheet where the child reads an exercise and crosses out the word that does not apply or is not related in meaning to the other words.
   Example: blizzard snow drifts supper

   Worksheet

RECOGNIZING SYNONYMS, ANTONYMS, AND HOMONYMS

1. Given two words which are either opposites or similar in meaning, the children are to mark the pair with 'O' or 'S' respectively.
   Example: ocean___S___sea
   sunny___O___cloudy

   Worksheet

2. The children are to skim a previously read story for words given by the teacher. After they read the given word in context, they record it and write a word which means its opposite. Then they write both words in a sentence. Worksheet

3. The children are to complete sentences with the correct homonyms. Emphasize their reading the entire sentence first to get meaning from context which will aid in the selection of the correct word. Example: A large fish leaped out of the __________. (sea, see) Worksheet

SEEING LITERAL AND INTERPRETIVE MEANINGS

1. Prepare questions to be presented before the students read. These questions should elicit responses emphasizing literal comprehension. Examples: "List the main characters." "Write________." "Write a sentence telling ________." "Copy the sentence showing ______." "Complete the following ________." "What four words describe _______?" "Catagorize the activities of __________." Also useful are completion exercises based on specific sentences in the reading. Activity

2. Prepare questions to be presented before the students read. These questions should provoke thought while reading. Some sample questions which enhance interpretation are-- "What did he mean by______?" "Do you think that this should have happened?" "What makes this a good example of ______(some literary style)?" "Compare these two characters." "Which character displayed the most courage?" Worksheet

RECOGNIZING MEANING IN LARGER UNITS

1. Using index cards with nouns, verbs, adjectives, and adverbs written on them, demonstrate to the children how to construct a sentence. Start with a noun and a verb and add length to the sentence by using adjectives and adverbs to answer the basic questions of who, what, when, why, where. These questions may be stressed in sentences as well as paragraphs. Activity

2. Present the children with questions that set a purpose for reading. Discussion of these questions should include topics such as colorful words, character differences, and plot sequence. This gives organization and purpose to their reading. Always try to emphasize the technique of survey, question, read, recite, and review in every reading for every subject.

   Activity

RECOGNIZING MAIN IDEA AND SUPPORTING DETAIL

1. After reading the passage at the top of a worksheet, the children are to underline the key words (subject and verb) of each sentence. Next they are to write a title for the passage. Last they are to skim the passage again for the main ideas and list them at the bottom of the page.

   Worksheet

2. After the children have read the story the teacher writes sentences on the board that show main ideas and detail from the reading. Through discussion the children distinguish which are the main ideas and which are the supporting detail. Finally, on a sheet of paper each child arranges the main ideas into their proper sequence.

   Worksheet

3. In a class discussion, the children are to identify the quote by the speaker or situation and are to tell the significance or the quote to the story. The teacher should pick those quotes which are indicative of a main theme, or which elicit a discussion of plot or character.

   Worksheet

RECOGNIZING SEQUENCE

1. Using a group of sentences describing a task which in sequential, the children are to put the sentences in the order that the steps msut be done.

   Worksheet

2. After reading a selection, the children are to rearrange the main ideas into their proper sequence. These main ideas can be discussed and decided upon by the class. or be given by the teacher.

   Worksheet

FOLLOWING DIRECTIONS

1. After writing daily activities and plans on the board, and after reading them once to the children, the children are now responsible for completing their assignments as requested for their group on their board.

   Individual

2. The children are to read silently, then aloud, the directions for every assignment. Then the children are to discuss what fulfilling this assignment means. They are then responsible for following these written directions.

   Individual

3. Present a worksheet on which directions vary according to topics that were studied in each subject for the past week. The list of directions is to be completed but done in fun. Some ideas for directions are as follows:

   Worksheet

   Write the page number that tells where ants get their food. (Science)
   Trace a picture of an ant. (Science)
   Copy the definition of a verb. (English)
   Give an example of a verb used in a sentence. (English)
   From your notebook, copy three new words learned this week in Spanish.
   Draw a Pilgrim boy or girl. (Social Studies)
   State three reasons why we still observe Thanksgiving. (Social Studies)
   Spell correctly three words that you missed on the pretest.(Spelling)

TAXONOMY OF READING SKILLS

COMPREHENSION RATE

1. Using little or no regression
2. Using little or no vocalizing or subvocalizing
3. Using correct phrasing to read
4. Adjusting rate to purpose

SAMPLE EXERCISES FOR COMPREHENSION RATE

USING LITTLE OR NO REGRESSION

1. Depending on the grade level of the child, take a story from a basal reader and retype it in meaningful phrases per line. The child is to read each line of the retyped version with a timing. He is to then read

   Individual

the original story sith a timing on that reading too. To make him aware of the difference in comprehension rate, compare and discuss his timings on the reading.

2. Using a cover card, the child is to move from left to right across a page such as the following. As he reads, he uses the cover card to block out what has been read. After the reader has become skillful in reading pages such as the following, substitute the letters with single words, then phrases.

Individual

Example:

x c b m y o w

out go come see

USING LITTLE OR NO VOCALIZING OR SUBVOCALIZING

1. A remedy for vocalizing is to have the child try to chew gum while he reads. The chewing will do two things; make him aware that he is vocalizing while reading and prevent him from vocalizing.

Individual

2. A remedy for subvocalizing is to put a pencil in the child's mouth, between his lips. The tongue must not touch the lips as the child reads so he learns to read without subvocalizing.

Individual

USING CORRECT PHRASING TO READ

1. Deomonstrate to the children how to be "sentence aware" and how to learn to rapidly recognize prepositional phrases, introductory clauses, and so on. Working with partners, the children are to use teacher-made flashcards with common prepositional phrases, introductory clauses, and frequent phrases.

Activity

2. Present a worksheet for practice in rapidly recognizing prepositional phrases. The children read the first line, then swish through alternatives that complete the sentence. One or more possible completions may be used if they make sense.

Worksheet

Example: Given--The batter hit the ball...
Choices---on a branch
into left field
with a man
into the stands
up the chimney
behind the door

between the houses
on the sky
over the moon

ADJUSTING TO PURPOSE

1. After silent reading, give the children a list of questions the answers to which are found in their reading. They are to skim to find the answers to the given questions. Activity

2. Questions involving material found in the index, table of contents, and chapter headings, make good situations for scanning for answers. Worksheet

TAXONOMY OF READING SKILLS

ORAL READING SKILLS

1. Using sufficient eye-voice span to read
2. Using pleasing pitch and volume
3. Enunciating correctly
4. Pronouncing correctly

SAMPLE EXERCISES FOR ORAL READING SKILLS

USING SUFFICIENT EYE-VOICE PHRASING TO READ

1. If the student is reading faster than he is pronouncing the words, then he must slow down, learn to read in phrases, and pronounce those phrases before he goes on to read the next phrase. "Reading is like talking" should help him in slowing down to a normal rate. Activity

USING PLEASING PITCH AND VOLUME

1. Oral reading preceded by silent reading (always!) allows the child to feel out the passage and to decide how to read it with feeling. Emphasizing that "reading is like talking" should also help expressionism. Passages with much dialogue lend practice to a student in varying his pitch and volume.

ENUNCIATING CORRECTLY

1. Bring attention to endings like ing, d and t. Some practice words that could be used for individual help in the form of flashcards or for class help in the form of choral presentation are-- Activity

chattering
coming
fishing
talking
stirring
falling
blowing
making
growling
pushing

brought
feed
dived
crept
spent
listened
chattered
watched
rattled
waited

quiet
slid
caught
carried
tonight
right
around
tugged
that
pulled

USING PUNCTUATION CORRECTLY

1. Give practice in oral reading where each sentence or each phrase extends only one line. After several practices with this, extend the sentence to the next line but leave many spaces between sentences. Reduce these spaces as the child grows more proficient at using punctuation. Worksheet

2. Discuss the purpose of punctuation and what the various punctuation marks mean. Lead the child to see that meaning changes as punctuation changes. Give a worksheet where the child must supply the punctuation marks to sentences. Worksheet

   Example: Where did you see our cat
   No, it can't be
   The boy reads well

Appendix B

Individualizing Instruction

The need for individualizing instruction in reading grows out of the wide range of abilities and interests of children, and out of the differences in their instructional needs. Regardless of the organization of the reading program, it remains the responsibility of the teacher to adapt the learning program to each child's individual needs.

The chief objective of individualized learning is to release the potential of the individual learners. For the teacher to engage successfully in releasing the potential of these individuals in reading, he must have an awareness of the reading levels, interests, and personal adjustments of the children in his classroom.

Determining Reading Level

The first step in individualizing reading instruction is to determine children's levels of reading ability and to discover their interests. Informal reading inventories, standardized survey and diagnostic tests are commonly used methods for determining reading levels. Interests can be discovered by observing children during class activities, by interviewing them, and by asking them to complete interest inventories.

After the levels and interests of the children in the classroom have been determined, the children should be allowed to seek what is of interest to them and select what will satisfy them. For that reason, it is absolutely essential that a large supply of reading material over varied areas of interest be provided. Three books of different titles per child is a minimum requirement. At least 100 books within the classroom at all times is also necessary, with many of these titles circulating. Primary teachers will need titles for abilities ranging from picture books of the earliest pre-reading levels to books on at least the fourth grade level. As the age increases, the difficulty levels of materials should be increased [illegible]

Planning Structure Organization of Daily Program

After the teacher has decided when and who will participate in this program, it will be necessary for him to set up the organizational structure of the daily program. Much of this, of course, depends upon individual classroom situations and time allotments available for reading, but there are some hints to scheduling that might be helpful to the novice teacher.

1. Include a planning period with the children each day. During this time the planning serves a dual purpose. It motivates the children--entices them to the activities which lie ahead, and it also informs the class as a whole of the acitvities for which to prepare. Included in this planning period should be--

a. discussion of who needs to select new materials to read and when they will do it. It is during this time that the teacher can show new materials, activities, books, magazines, etc., which have arrived and sell some of his additional "wares."

b. discussion and planning of who will be working alone and with others--so the room can properly be arranged and supplies provided. Plan independent reading activities.

c. discussion and solving (if possible) of any pertinent problems concerning routine--as problem with traffic around bookshelves, etc.

d. arranging for conferences, consultations, and individual assignments.

Following this planning, each child should know exactly what he is to do during the reading period. Activities can be listed on a chart for easy review.

2. A sharing period must be allowed for, and some suggest that it best follows the planning period, since the teacher and class are together as a group during this time. Other's suggest that the sharing period come at the very end of the reading time, to culminate the reading activities for

the day and bring the class together for the next school period. This may also be scheduled once per week.

3. A large block of time must be alloted for the self-selection reading period and independent activity period. This is the main period in which students work independently while the teacher holds conferences with individuals, or conducts small-group skill development instruction. A finish-up bell should ring ten minutes prior to end of this time block, so children complete what they are doing and clean up.

4. An evaluation period or summary period at the end of the reading time allottment should be provided so that the children can record their progress on their individual files, identify future needs and plans, and informally appraise the reading activities of the day with the class. Some group skill-development instruction where the class as a whole is weak can be incorporated during this period as well.

5. Special periods, from time to time, might be arranged for free-choice activities and individual responsibilities. The teacher could use this time to catch up on records, to meet with individuals, or to enjoy the activity of the classroom.

Planning for and during all these periods is essential to alleviate many behavioral problems that could arise. The exact character and nature of the teaching schedule, however, will depend entirely upon the needs of the children and the purposes of instruction.

Conferences

The individual conferences with each youngster serve as the high point in individualizing the reading program. A one-to-one relationship is the best way to meet the individual differences within the classroom.

Conferences can be initiated in the first-grade year, using an individualized language experience story approach for a beginning. As the children begin to read books, conferences can be arranged to check a representative sample of the child's reading. This sampling is selected by the child, and should check only the best reading of which that child is capable. This session is to be utilized also for individual instruction. The ways of organizing these sessions are numerous. Yet there are some general principles and procedures which can be followed for effective conferences. They include--

1. Establishing a time limit--not necessarily for rigid enforcement, but to set a goal for the teacher. Lengthy comprehensive conferences might be necessary at first to help initiate the program. An often suggested time limit is from three to ten minutes, averaging five minutes per child. Many occasions will demand more time, and this is only a general figure.

2. Approximately a quarter to a third of the class might be seen each day. Yet, specific figures are strictly dependent upon the needs of the youngsters. Often there will be youngsters who might confer with the teacher daily, while others might only require four or five conferences per month.

3. The conferences can be--

   a. on a voluntary basis with the youngsters signing up on the chalkboard, a calendar, or a sign-up schedule for their time, or verbal request. This is the most desirable.

   b. by teacher invitation--using the seating arrangement, alphabetical order, or some such scheme; an established cycle of conferences which rotates.

   c. set up on a ratio system with some children seen once and others twice in a specific cycle.

Teachers and children can schedule their conferences during the planning period or, if a sign-up sheet is provided, anytime during the day.

If the volunteer system is used and a child does not volunteer, the teacher can call upon the child and inquire as to how he can be taught to read better if he doesn't come to the teacher for help or sharing.

The conference with individual children should be relaxed, yet purposeful. This is a time to gain information, share, engage in personalized teaching, evaluate, and plan for the next step in reading. It is a warm, quite intimate time for the teacher and the child.

During the conference the teacher should--

1. Discuss with the child the choice of book being read.
2. Discover the child's feelings toward the book.
3. Hear the child read orally.
4. Evaluate and work on deriving word meanings.
5. Evaluate word attack skills and work on those needing improvement.
6. Work on development of specific skills.
7. Check on children's understanding of specific passages or sections of the book.
8. Make assignments or plans to develop a specific skill.
9. Make assignments or plans to reinforce a specific skill.
10. Guide the child in selecting his next book.

The individual conference should leave the child eager and ready for the next conference. Praise or some positive comment concerning the child's progress should be included especially at the end of the conference.

Occasionally, it might be convenient or appropriate to group from two to five children together for a conference. An example of this might be if a few students read the same book at the same time. Ideas and interpretations could be shared in a group conference arrangement. Some experts suggest a small group conference plan for primary children. In this arrangement, five to eight children gather around the teacher, each reading his own self-selected book at his own rate. One child at a time from this group has individual reading guidance with the teacher for a few minutes. Then that child becomes a member of the group again while the teacher gives her attention to another member of the same group for a short period of time. This continues until everyone in the group has conferred with the teacher, or the reading period is over. The children may begin as a group all at the same time or may voluntarily come and go from the group.

Record Keeping

Record keeping is an important part of any instructional program. In a classroom correction program, where many activities go on at one time, it becomes especially important if the program is to run smoothly and if children's needs are to be served. Both teacher and children can be involved in this task with the teacher concentrating on evaluation of progress and needs and the children concentrating on recording tasks completed.

The teacher should keep detailed records which will give him a general picture of the child, his interests, abilities, and attitudes. This would include the results of mental tests, reading tests of achievement and capacity, and results of oral reading tests. The physical and mental of a child should also be noted. Cumulative record information such as the child's interests, strengths, and limitations is helpful as well. In this more specific record, approaches and techniques found to be effective when working with the youngster should be recorded along with notations regarding specific needs and types of help needed and given.

Less formal records might include checksheets of dates when individual conferences are held, summaries of needs of individuals as shown through converences or through observation during class activities, and notations of general class needs.

A checklist of conference dates might contain a list of children in the class and notations of dates on which conferences are held.

Conference Schedule

Name	Conference Number							
	1	2	3	4	5	6	7	8
1. Aaron, John	9/21	4/28						
2. Harris, June	9/22	9/25	9/29					
3. Smith, Regina								

A glance at such a record will help the teacher plan individual conferences and will give him an idea of the amount of time he needs to spend in conferences in a given day or week.

The teacher is able to, and should, take careful notes during an individual conference. The record keeping system used by the teacher should be simple yet functional--recording the overall skills, attitudes, and understandings of the child. Record cards, check lists, or a looseleaf notebook can be used effectively. Notes recorded are valuable in planning for the next conference and for group work. The teacher might use a form such as that reproduced below for keeping track of progress and further need.

Name			Date		
Book Title	Grade Level	Skill Development	Analysis Difficulty	Ability	Assignment

After conferences have been held it is often helpful to go back over the notes recorded and summarize the needs revealed. This summary could take a form like the following:

Date

Conferences with:

1.
2.
3.
4.
5.
6.
7.
8.

Group work with:

Initial consonants	Oral reading
1.	1.
2.	2.
3.	3.
4.	4.

Individual work:

1. J. Jones-reading for details
2.
3.
4.

Regardless of the particular forms used in record keeping, it is advisable that the procedures are kept as simple as possible. Incorporating a code or a personal shorthand also helps in recording during the conference. The records need not only note reading skills or needs. Areas such as spelling or science may be generally noted as a result of a conference as well.

The records that each child keeps enables him to follow his own reading progress. The youngsters readily respond to this responsibility and their records prove to be a valuable aid during individual conferences as they provide the teacher with insight into each child's reading pattern.

Record keeping must not be overemphasized; however, the children should record every book they read in their own personal files. Simplicity is the key in children's records. They should not be so demanding that a child would prefer not to read, yet they should allow for personal reactions. Some authorities suggest that the forms of children's records be changed frequently. Their records for the most part should record what and how many books were read and the specific skill tasks they have completed.

Ways for children to record their reading are many and varied. Some suggestions are--

1. Make scrapbooks of illustrations and summaries of stories.

2. Make charts displaying various types of material read.

3. Make a "collection box" of "souvenirs" from good stories--as new words learned, funny incidents, etc.

4. Make charts which would evaluate the stories read according to criteria set by the class.

5. At the beginning of a program, use a weekly reading survey in which the child accounts for the number of pages read each day, the approximate amount of time spent browsing, reading books, newspapers, etc. This helps "time wasters" get into the reading habit.

6. Put each child's name on a divider in a file box. Cards are available with categories of books listed on them (fiction,history, science, biography, humor, animal stories, poetry, newspaper, magazine, etc.) As the child completes a book he fills out the card with the name of book, author, date finished, identification of important characters, and a sentence or two about the plot, new words and meanings. The card is filed behind his divider.

Name Date Fiction

Title:

Author:

Main characters:

Summary:

If preferred, summaries of this type could be done on record sheets for inclusion in a looseleaf folder.

Skill Development

The success of a youngster learning to read primarily rests upon how effectively he learns the essential reading skills. The teaching of skills in the primary grades is not the final goal, however, for the purpose of teaching skills is to help the child read better and enjoy reading. The extent to which youngsters read on their own, independently, indicates the success of instruction.

Skill getting is an internal, active, and individual process. The procedure involves meeting the skill, learning what it is and does, practicing the skill by performing it, succeeding or further correcting the skill until success is evidenced.

The teaching of skills should not be isolated from the reading act itself. For this reason most of the skill instruction in individualized reading is handled in the individual conferences when the child shows a need for it. Reading specialists differ in their opinions of the proper sequence of skill development. By checking through various basal textbook manuals a teacher can discover the variety of these opinions. It might be helpful, though, for the teacher to have at least one basal textbook manual on hand to use as a guide in developing skills.

The individualized reading program allows for flexibility in the pace in which these skills are taught, yet the sequential development does much in building an effective framework for reading. Walter Barbe has formed lists of skills to be developed at the various grade levels of instruction. He suggests that the child's skill instruction be geared to his grade level. After these skills have been acquired, the youngster should review and practice them rather than proceed to skills at a higher level. This does not suggest that the child read material only on his grade level, but rather that his skill instruction be geared only to his grade level.

It is advisable to keep a checklist in the records of each child so that as a skill is mastered, the teacher can check it off the list and proceed to others.

Skill Evaluation

In evaluating whether skills have been acquired, and the progress of the child, it is necessary to gain as much information as possible prior to making any judgment. Information may be gained in many ways--formally and often quite informally.

The methods by which children are evaluated can be similar to those used in other reading programs. They include analysis of--

1. informal and standardized test results
2. checklist of skills
3. inventories of the child's needs
4. child's oral reading
5. teacher observations of child's attitudes, interests, and purposes for reading, and how much the child reads
6. teacher-pupil conference records
7. child's self-evaluation
8. child's independent reading record.
9. tape recordings of the child's reading early in the year as compared to subsequent tapes noting progress.
10. parents' appraisals of the child's reading.

Word Attack Skills Checklist

Name ______________________

Grade ____________________ Age ____________ Date ______________________

	Mastery		
Skill	Poor	Average	Good
1. Recognition of basic sight vocabulary			
2. Ability to sound out new words			
a. recognition of consonant sounds			
b. recognition of vowel sounds			
c. knowledge of syllabication			
3. Ability to analyze word structure			
a. understanding of syllabication			
b. understanding of root words			
c. understanding of prefixes			
d. understanding of suffixes			
4. Ability to use context clues			
5. Ability to supply synonyms and antomyms			
6. Ability to use a dictionary			

Comprehension Skills Checklist

Name ______________________________

Grade ____________________________ Age _______________ Date ___________

Skill	Mastery Poor	 Average	 Good
1. Ability to understand meaning			
a. word			
b. sentence			
c. paragraph			
2. Ability to recall main idea			
3. Ability to give supporting ideas			
4. Ability to retell a story in sequence			
5. Ability to draw conclusions from given facts.			
6. Ability to evaluate material read			
7. Ability to relate reading to experience			
8. Ability to use sources of information			
a. table of contents			
b. dictionary			
c. maps			
d. index			
9. Ability to make comparisons between two or more versions of a story			

Oral Reading Checklist

Name ______________________________

Grade ______________ Age ______________ Date ______________

	Mastery		
Skill	Poor	Average	Good
1. Good reading posture			
2. Ability to utilize word attack skills			
a. sounding out new words			
b. pronouncing words correctly			
c. using structural parts			
d. using combined methods of word attack			
3. Ability to phrase meaningfully			
4. Ability to recognize and use punctuation symbols			
5. Ability to identify main ideas			
6. Ability to read fluently and enunciate clearly			
7. Ability to convey meaning and feeling to listeners			

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Conclusion

Individualized reading is a way of thinking about reading; it is an attitude. It is flexible by nature. There is no step by step program to incorporate into the school day. Each child is an individual and each teaching situation requires an individualized method of instruction. Variety in both methods and materials is inherent in this personalized plan. The variety of ideas presented in this appendix serve to supplement the ideas of individual teachers utilizing this plan. The ideas are as flexible as the plan itself, and can be adapted to any type of reading situation. It is hoped they will stimulate further ways to reach the goal of helping all children learn to read and enjoy their reading experience.

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COST OF SPECIAL READING PROGRAMS

City	Description	Cost	Contact
Artesia, New Mexico	Established a curriculum materials center for elementary and secondary children. Diagnosis and treatment of reading disabilities. Employs 5 teachers, 3 of whom return to regular classrooms after 1 year of training.	$146 per pupil for 510 pupils	Arthur J. Bartley Director of Services Artesia Public Schools 1106 W. Quay Avenue Artesia, New Mexico
Raleigh, North Carolina	Broad program including use of non-graded classes, teacher aides, and special personnel to handle testing, corrective instruction, guidance and help for the handicapped.	$365 per pupil	William P. Freitag Director of Special Program Raleigh Public Schools 601 Devereux St. Raleigh, N. C. 27605
Riverside, California	Corrective instruction given to small groups using systematic program based on individual diagnosis. Pupils who meet the criteria are offered corrective reading in groups of 10 or less for 45 minutes a day, 4 days a week.	$264,114	Virginia Brown, Coordinator of Curriculum Riverside Unified School District Administration Bldg. 3954 12th St. Riverside, California

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Correspondence to any of these school systems should be addressed as follows:

Reading Coordinator
% Name of School System
City, State, Zip Code

Los Angeles, California

Oakland, California

Richmond, California

San Bernardino, California

San Diego, California

San Francisco, California

Anderson, Indiana

Bloomington, Indiana

Indianapolis, Indiana

Detroit, Michigan

Niskayuna, New York